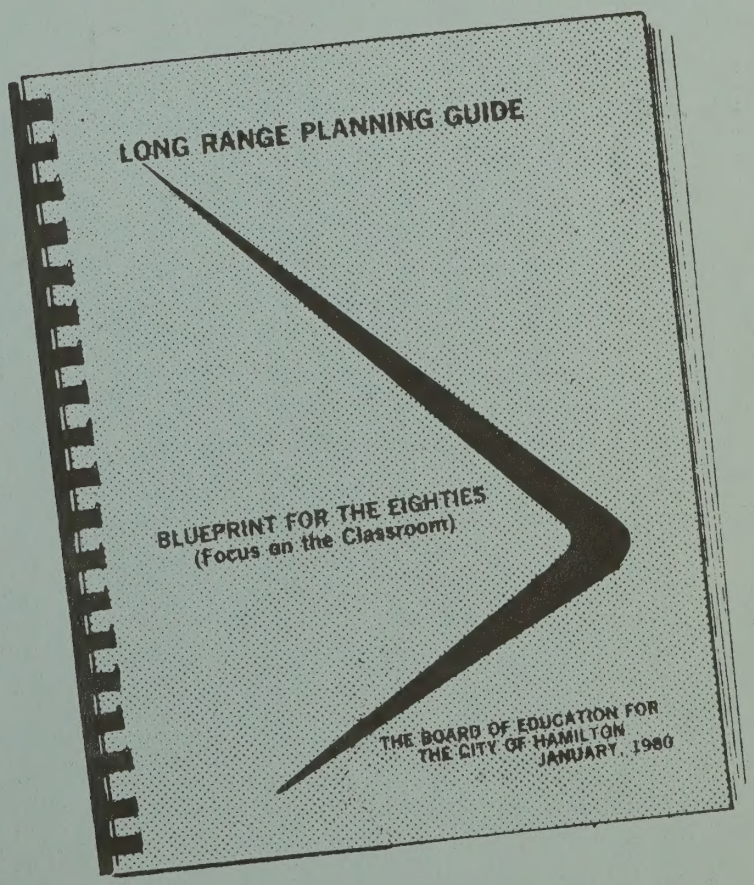
Hamilton. Board of Education
L Blueprint for the eighties

Small edition &
Summary of recommendations
1980

The Small Edition...



(A CONDENSED COPY OF THE 136-PAGE MASTER DOCUMENT)

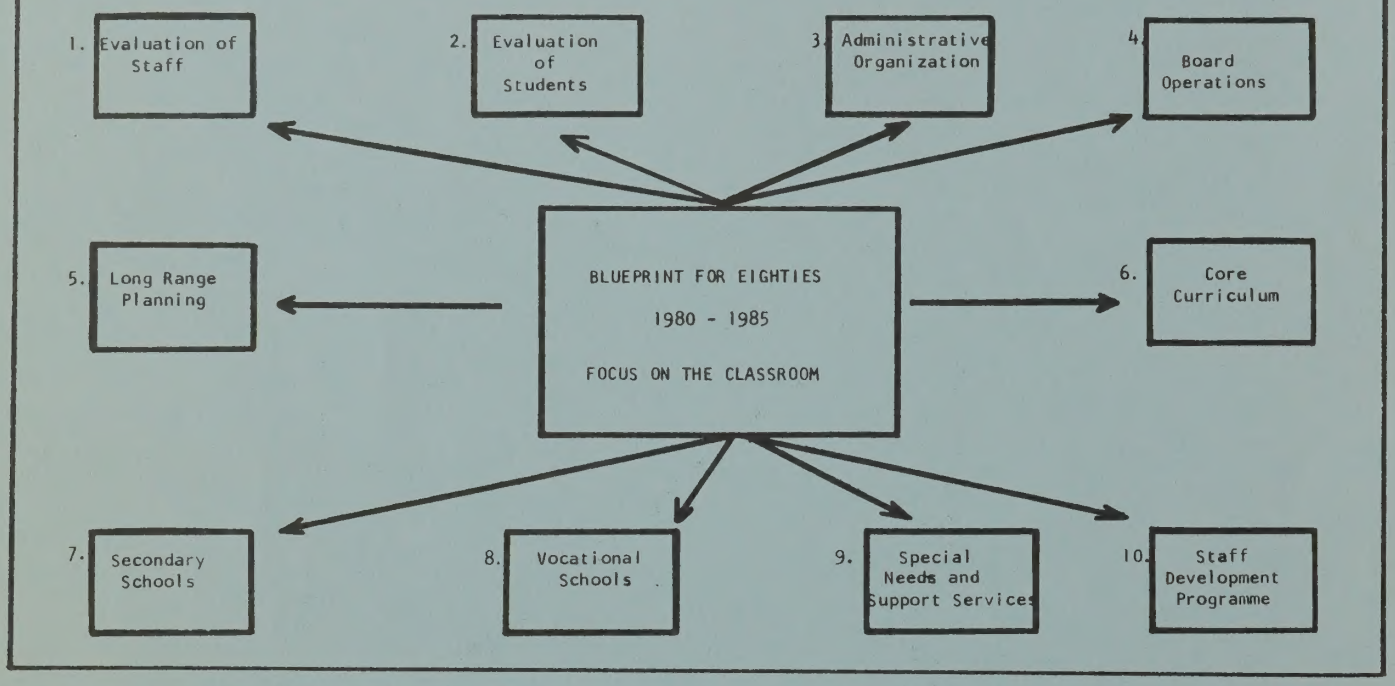
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
BLUEPRINT FOR THE EIGHTIES
(Focus On The Classroom)

* * * * * * * * * * * * * *

TABLE OF CONTENTS

APPENDIXES

FIVE YEAR AIMS AND OBJECTIVES PLANNING MODEL



SECTION #1 - LONG-RANGE GOALS & OBJECTIVES 1980-85

In October, 1977, the Board of Education fromally committed itself to endeavour to provide a comprehensive programme of education based on the attainment of the following goals:

1. to guide individuals in attaining the self-discipline and self-direction necessary to discover and develop their abilities, interest and aspirations
2. to lead individuals in the acquisition and pursuit of knowledge
3. to lead individuals in the development of social consciousness and a full sense of social responsibility.

To achieve these goals, the Board endeavours to:

1. establish policies, etc.
2. provide a qualified, competent, and enthusiastic staff
3. provide facilities and resources for varied educational programmes and activities
4. provide programmes and curricula appropriate to group and individual needs.

The Board believes that these goals can be achieved by:

1. providing a challenging and rewarding learning environment
2. providing means for the professional growth of the staff
3. developing suitable means of staff evaluation
4. providing a satisfying and stimulating work environment for the staff
5. providing each student with the opportunity to experience some measure of success
6. assessing and diagnosing individual abilities and making appropriate adjustments or changes in programme or teaching-learning strategies
7. evaluating the effectiveness of curriculum in meeting the needs of the individual in a changing society
8. providing for the special needs of the exceptional student
9. reporting student progress in a meaningful way and on a regular basis
10. encouraging the use of community resources
11. endeavouring to establish effective methods of communication with the community
12. encouraging the community use of schools

The following pages attempt to translate these goals* into specific aims and objectives for the 1980-85 period. *(SEE APPENDIX A)

The commitment is that the following areas will be addressed in order to achieve the goal statements delineated in the Board's philosophy.

1. evaluation of staff
2. evaluation of students
3. the administrative organization
4. Board operations
5. long-range planning
6. core curriculum development
7. an analysis of secondary school directions
8. analysis of vocational school needs
9. review of special and support services
10. staff development programme

RECOMMENDATION #1

The Five Year Aims and Objectives Planning Model (BLUEPRINT FOR THE EIGHTIES - FOCUS ON THE CLASSROOM) be received.

LONG-RANGE OBJECTIVES (1980-85)

1. EVALUATION OF STAFF

Rationale - Evaluation is viewed as a positive process designed to assist individuals to specify clearly the objectives and goals for his/her responsibilities and to determine if these goals have been effectively met. In order to assist staff, clear evaluation and assistance programmes must be developed.*

Components - Implement Evaluation Programmes for the following: 1.1 Director of Education, 1.2 Superintendents and Business Administrator, 1.3 Principals and Vice-Principals, 1.4 Teachers, 1.5 Consultative Staff and 1.6 Supervisors - Business area. *(SEE APPENDIX B)

2. EVALUATION OF STUDENTS

Rationale - The effectiveness of the educational programme and the service delivery of the system cannot adequately be determined unless a comprehensive evaluation programme of students is developed. This evaluation programme should focus on evaluation at a system level as well as the individual school and student level. The evaluation model should define not only expecatations but evaluation strategies and recording and reporting systems.

Components - 2.1 Modify the standardized testing programme, 2.2 Develop Criterion References Tests, 2.3 Implement matrix sampling 2.4 Develop individual school evaluation models, 2.5 Implement a comprehensive student record system and 2.6 Implement an effective reporting to parents system.

3. EFFECTIVE, FLEXIBLE AND RESPONSIVE ORGANIZATION

Rationale - The key administrative unit in any system of education is the school and the role of all other components of the organization must be supportive in nature and must provide efficient service delivery. The present organization should be reviewed in the light of determining the most effective service delivery and must provide for decision making as close to the students as possible.

Components - 3.1 Develop a functioning K-13 system, 3.2 Organize an integrated and functional Family of Schools Unit, 3.3 Reorganize Special Services, Operations and Curriculum and Instruction Panels, 3.4 Establish a Personnel component, 3.5 Develop a comprehensive long-range planning process and 3.6 Clarify lines of responsibility and accountability.

4. DEVELOPMENT OF AN EFFECTIVE BOARD AND ADMINISTRATION RELATIONSHIP

Rationale - The role of the Board of Education is to determine policy and to monitor the implementation of this policy. The role of administration is to work with the Board and to provide advice regarding the appropriate policy decisions and subsequently the implementation of this policy. In order to develop an effective Board/administration relationship, co-operation and teamwork is necessary.

Components - 4.1 Review and reorganize format of Board meetings and committees as deemed appropriate, 4.2 Clarify the role of the Board as policy-makers and administration's role of implementation, 4.3 Develop clear and complete reports with definitive recommendations and rationale and 4.4 Develop a complete and concise policy and procedures manual.

5. DEVELOPMENT OF A LONG-RANGE PLANNING MODEL

Rationale - The system is presently undergoing fairly rapid decline in enrolment. In order to meet the challenges of this decline, a comprehensive planning model must be developed which not only looks at buildings but addresses the needs of staffing and programming.

Components - 5.1 Analyse effects of declining enrolment on buildings, programme and staff, etc., 5.2 Review and implement a consolidation of school accommodation plan, 5.3 Develop a curriculum development and implementation model (three-year) and 5.4 Implement a staff development model with the emphasis on the development of in-house expertise, lateral mobility and limited tenure.

6. DEVELOPMENT AND IMPLEMENTATION OF CORE CURRICULUM JK-12

Rationale - In order to ensure consistency of expectations and programme across the system, it is necessary to develop from the Ministry guidelines, specific core curriculum and appropriate evaluation instruments.*

Additionally, every effort should be made to equalize educational opportunities across the City, e.g., Junior Kindergarten, Enrichment, etc.

Components - 6.1 Develop core curriculum JK-12, 6.2 Develop criterion reference tests to accompany core curriculum where appropriate and feasible, 6.3 Develop an implementation model and strategies, 6.4 Evaluate, on a cyclical basis, the effectiveness of each core curriculum, 6.5 Expand the Junior Kindergarten programme to all schools and 6.6 Develop a cyclic review process for programming in all secondary school programmes. *(SEE APPENDIX C)

7. REVIEW THE ROLE AND FUTURE DIRECTIONS FOR SECONDARY EDUCATION

Rationale - The present system of secondary education in Hamilton is most effective. With the declining enrolment, and changing societal expectations; however, it is most important that we review priorities and organization within the secondary panel. This review should also address the need for comprehensive skills or job training programmes.*

Components - 7.1 Review the Grade 13 school concept, 7.2 Increase apprenticeship and job training programmes, 7.3 Develop integrated programming with the elementary schools, 7.4 Explore methods of closer co-operation with business, industry and Community Colleges of Applied Arts and Technology, 7.5 Increase the use of the Co-operative Education model and 7.6 Determine need and scope of phase III and remedial programming. *(SEE APPENDIX D)

8. COMPLETE A COMPREHENSIVE ANALYSIS OF FUTURE NEEDS AND ORGANIZATION OF VOCATIONAL SCHOOLS

Rationale - The space available for Vocational schools surpasses the need that we presently have. It, therefore, behooves us to review the total organization of Vocational schools in order to determine the most appropriate consolidation of the space we now have. Additionally, the concept of segregated schools should be analysed, along with the role of secondary schools in phase III programming.*

Components - 8.1 Determine accommodation needs, 8.2 Determine appropriateness of present philosophy and organization, 8.3 Develop curriculum and evaluation processes and 8.4 Implement Programme Placement and Review Procedures *(SEE APPENDIX E)

9. REVIEW SPECIAL NEEDS WITHIN THE ELEMENTARY AND SECONDARY SCHOOLS AND MODIFY SERVICES AND SUPPORT ACCORDINGLY

Rationale - The Regulation 704 and responsibility legislation from the Ministry has placed very specific expectations on Boards of Education regarding identification, programming and placement of students in regular and Special Education classes. The emphasis must be on identification and effective programming. In order to guarantee an effective process in this area, it is necessary for us to review the support services and philosophy for special education and regular programming.

Components - 9.1 Diversify Special Education programmes to meet the needs of as many students as possible through withdrawal programmes, 9.2 Increase ESL/D Programme, 9.3 Focus decision making at the Family of Schools level, 9.4 Reorganize and/or increase Psychological and Adjustment Services to emphasize early diagnosis as opposed to correction and 9.5 Determine special needs through a Task Force established to review -

1. Legislation
2. Adequacy of present programmes
3. Role of psychological, adjustment and guidance services
4. ESL/D needs
5. Special Education in secondary schools
6. Funding
7. Special needs within schools
8. Weighting factors
9. Criteria for resource allocation
10. Enrichment

10. IMPLEMENT A STAFF DEVELOPMENT PROGRAMME ENCOMPASSING THE COMPONENTS OF IDENTIFICATION, PROFESSIONAL DEVELOPMENT AND LATERAL MOBILITY

Rationale - Boards of Education must be constantly aware of the necessity to develop within the staff the expertise needed to effectively respond to the needs of the students. Additionally, opportunities must be provided for staff to develop expertise in leadership areas as well as curriculum areas. With declining enrolment, opportunities for promotion will be limited. Every opportunity must be taken to provide opportunities for new and exciting challenges on a term basis.*

Components - 10.1 Identify with potential for leadership, 10.2 Implement a staff development programme for -

(a) Superintendents
(b) Principals and Vice-Principals
(c) Teachers
(d) Department Heads
(e) Consultative Staff,

10.3 Develop in-house experts in areas of curriculum development, staff evaluation, student evaluation and organizational development, 10.4 Implement the concept of limited tenure** and lateral mobility and 10.5 Implement the concept of staff development through creating the positions of administrative assistants on limited tenure. *(SEE APPENDIX F) **(SEE APPENDIX G)

RECOMMENDATIONS - LONG-RANGE OBJECTIVES

1. TASK AREA - Evaluation of Staff

RECOMMENDATION #2

The administration develop and implement a comprehensive staff evaluation process for the following positions:

(a) Director of Education
(b) Superintendents
(c) Secretary-Treasurer and Business Administrator
(d) Principals and Vice-Principals
(e) Teachers
(f) Consultative Staff
(g) Supervisors (Business area)

Time Line - 1980-1985

2. TASK AREA - Evaluation of Students

RECOMMENDATION #3

The Superintendent of Curriculum and Special Services develop criterion reference tests and implement matrix sampling approach to support the Kindergarten to Grade 12 core curriculum where feasible.

Time Line - 1980-1985

3. TASK AREA - Effective, Flexible and Responsible Organization

RECOMMENDATION #4

The Director of Education implement a functional K-13 organization based on the Family of Schools unit under the leadership of an area Superintendent of Education.

Time Line - 1980-1981

4. TASK AREA - Review Board Organization and Administration Relation

RECOMMENDATION #5

The Board appoint a task force of Trustees to review the present Board organization and make decisions relation to possible changes. The review should include visitations to other Boards, as well as a study of various organization patterns.

Time Line - 1980

5. TASK AREA - Long-Range Planning Model

RECOMMENDATION #6

The administration develop a long-range planning model to address the areas of enrolment, consolidation of school accommodation, curriculum planning and implementation and staff development.

Time Line - 1980-1981

6. TASK AREA - Core Curriculum JK-12

RECOMMENDATION #7

The Superintendent of Curriculum and Special Services develop core curriculum K-12 in all subject areas as appropriate.

Time Line - 1980-1985

RECOMMENDATION #8

The Junior Kindergarten programme be expanded to those schools showing a need and capable of producing a class size of at least 18.5, effective September, 1980.

Time Line - 1980

7. TASK AREA - Secondary Education

RECOMMENDATION #9

The Headmasters' Association conduct a study re The Future Direction and Needs of Secondary Education In Hamilton.

RECOMMENDATION #10

The study committee involve at least one Superintendent and one Principal from the Vocational and Senior Public Schools.

RECOMMENDATION #11

A report be submitted to the administration and the Education Management Committee with recommendations prior to 1980 09 30.

8. TASK AREA - Vocational Education

RECOMMENDATION #12

The vocational school Principals develop a study of the future needs of vocational schools in Hamilton. The committee established should include one supervisory officer, one senior public school Principal and one Principal or Vice-Principal from the composite secondary schools.

RECOMMENDATION #13

A report be forwarded to the administration and the Education Management Committee prior to 1980 09 30.

9. TASK AREA - Special Needs

RECOMMENDATION #14

A Special Needs Task Force be established to review special needs within the public schools of Hamilton (JK-13). The following areas to be addressed:

1. Legislation
2. Adequacy of present programmes
3. Role of Psychological, Adjustment and Guidance Services
4. ESL/D needs
5. Special Education in Secondary Schools
6. Funding
7. Special Needs with schools
8. Weighting factors (for schools)
9. Criteria for resource allocation
10. Enrichment

Time Line - January, 1981

RECOMMENDATION #15

The Special Needs Task Force include Trustees, Superintendents, Principals and teachers with a Trustee acting as chairman.

RECOMMENDATION #16

A member of the teaching staff be seconded for a period of eight months to act as Task Force Co-ordinator.

10. TASK AREA - Staff Development

RECOMMENDATION #17

A Staff Development Programme be established to address the following:

(a) Identification of staff with potential for leadership
(b) Staff development (training) programmes
(c) Training through the concept of administrative assistants (one- or two-year term) for the Director of Education, Superintendents of Operations and Curriculum and Special Services and Business Administrator
(d) Concept of limited tenure and lateral mobility

11. TASK AREA - Staff Development

RECOMMENDATION #18

All new appointments in the following areas be on a term basis:

(a) Supervisors (5 year term - renewable)
(b) Consultants (1-3 year term + maximum of 2 additional yrs.
(c) Staff Ass'ts. (1-3 year term + maximum of 2 additional yrs.
(d) Co-ordinators (1-3 year term + maximum of 2 additional yrs.)
(e) Counsellors (Adjustment and Psychological) (5 year term - renewable)

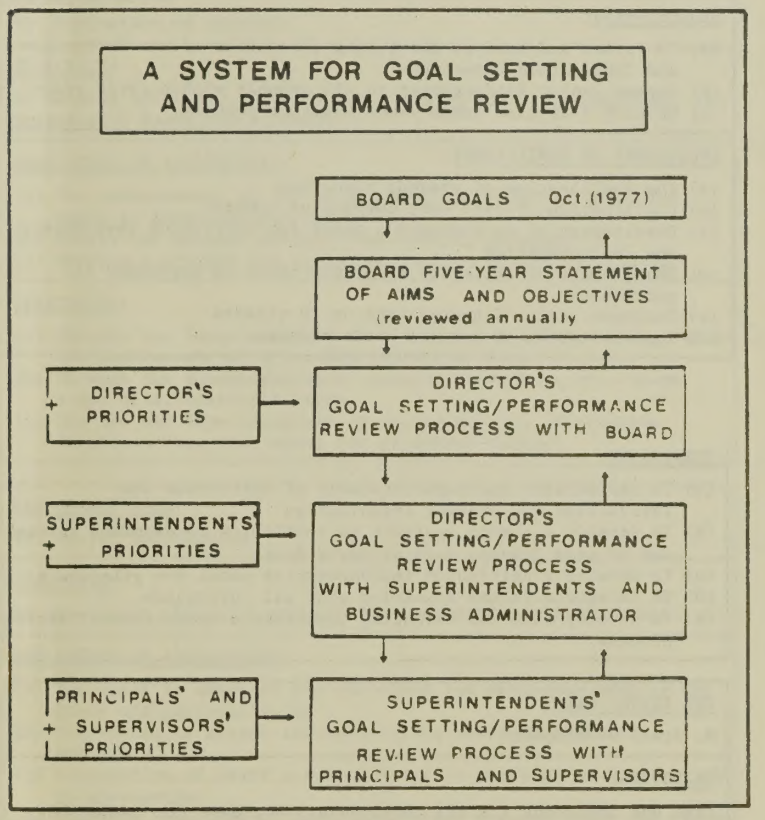
SECTION #2 - DIRECTOR'S ANNUAL OBJECTIVES - 1980

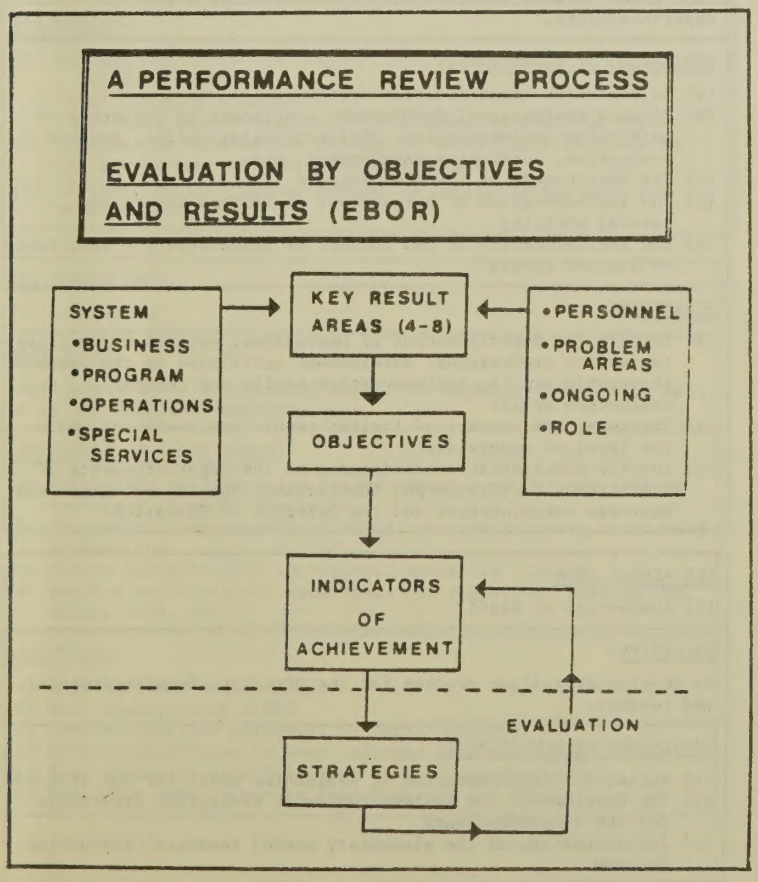
The following is a copy of the proposed objectives for the Director of Education for 1980.

It would be my intention that these objectives be discussed in detail with the Board and amended in accordance with its directions.

RECOMMENDATION #19

The objectives of the Director of Education for 1980 be acknowledged and referred to the Personnel Committee to form the basis for the evaluation of the Director - 1980.





KEY RESULT AREA:

1. Familiarization with all components of the system

OBJECTIVE:

To familiarize myself with all components of the system in order to determine strengehs and needs for long-range planning purposes.

INDICATORS OF ACHIEVEMENT:

(a) A knowledge of all schools
(b) Personal interviews with all Trustees re long-range needs
(c) Information sharing meetings with the Executives of the various associations within our Board, i.e, HTF, HPA, HHA and OSSTF
(d) Planning meetings with each of the Supervisors to discuss the role and directions of his/her department.

STRATEGIES:

(a) Visitation to all schools, accompanied by the Assistant Superintendent
(b) Formal meetings with Trustees to discuss priorities
(c) On-going scheduled meetings with the Executive of all associations
(d) Planned visitations for one day a week to schools
(e) Addresses to various Heads' Associations, Supervisors, etc.
(f) On-going meetings with Chairman of Board, Committee Chairmen and Trustees.

KEY RESULT AREA:

2. Reorganize administrative structure

OBJECTIVE:

To develop and implement an effective K-13 structure.

INDICATORS OF ACHIEVEMENT:

(a) Revitalize the Family of Schools concept
(b) Expand the role of the present Assistant Superintendents
(c) Decentralize decision making but maintain centralized control where appropriate
(d) Provide resources to the Family of Schools to assist them in meeting the local needs of the Family
(e) Place Programme, Special Education, Operations and Business within the family under the responsibility of the Family Superintendent.

STRATEGIES:

(a) Develop a plan for submission to the Board
(b) Develop in-service activities to assist the Superintendents in the implementation of their new role
(c) Meet with Principals and teachers to explain the new organization in order to facilitate implementation
(d) Expand and delineate the role of the Family of Schools.

KEY RESULT AREA:

3. Leadership - Board/Administration Relationship

OBJECTIVE:

To assist in the development of effective Board practices

INDICATORS OF ACHIEVEMENT:

(a) Complete and concise reports submitted to the Board
(b) A review of Board organization and committee structure and the implementation of recommended changes
(c) Board reconsideration of its procedures, committees and practices.

STRATEGIES:

(a) Visitation to neighbouring Boards
(b) Seminar at OISE re Board organization
(c) Clarification of the role of the Trustee and the Administrator
(d) Close relationship with the Chairman and Committee Chairmen relating to agenda development, etc.

KEY RESULT AREA:

4. Long-Range Planning

OBJECTIVE:

To develop long-range planning strategies related to curriculum development, school consolidation and staffing.

INDICATORS OF ACHIEVEMENT:

(a) Review school closing policy
(b) Long-range plans articulated for declining enrolment and school closings
(c) Long-range staffing plans
(d) Three-year curriculum development model
(e) Staff development model

STRATEGIES:

(a) Analyse the effects of declining enrolment on buildings, programme and staff
(b) Develop with the Superintendent of Curriculum and Instruction full curriculum implementation models with expectations related to development implementation and evaluation
(c) Develop with the Superintendent of Operations a staff development programme designed to enhance the leadership skills of principals, vice-principals, superintendents, etc.

KEY RESULT AREA:

5. Secondary Education

OBJECTIVE:

To determine directions for secondary education in Hamilton.

INDICATORS OF ACHIEVEMENT:

(a) Firm recommendations by June, 1980 regarding the future directions for secondary education
(b) Implementation of job-training programmes for secondary school students
(c) Implementation of effective general and basic level courses in composite secondary schools.

STRATEGIES:

(a) To have the Headmasters' Association, in conjunction with the Superintendents, analyse the future needs for secondary education in Hamilton including the Grade 13 school and technical education
(b) To submit a report to the Board
(c) To implement the recommendations of the report.

KEY RESULT AREA:

6. Vocational Schools

OBJECTIVE:

To analyse future needs and organization of the Vocational schools in Hamilton.

INDICATORS OF ACHIEVEMENT:

(a) By June, 1980, a report submitted to the Board recommending school consolidation, if necessary
(b) Review of the present philosophy of Vocational Schools
(c) Development of curriculum and evaluation processes for Vocational Schools
(d) Implementation of the programme placement review procedures in accordance with Regulation 704.

STRATEGIES:

(a) Establish a committee of Superintendents and Vocational School Principals and at least one Composite School Principal to review the role of Vocational Schools
(b) Submission of a report to the Board in June indicating accommodation needs
(c) Continuing development of appropriate curriculum
(d) Establishment of evaluation procedures as well as programme placement review committees.

KEY RESULT AREA:

7. Special Education

OBJECTIVE:

To review the organization of the Special Education Department.

INDICATORS OF ACHIEVEMENT:

(a) Establishment of a withdrawal programme as part of the Special Services model
(b) Emphasis on diagnosis through expansion of the Psychological Department
(c) Decentralization of Special Education services through the Assistant Superintendent.

STRATEGIES:

(a) Complete an analysis of the grant structure
(b) Hold meetings with Supervisors to determine priorities and needs
(c) Establish a Special Needs Task Force to review -

1. Legislation
2. Adequacy of present programmes
3. Role of Psychological and Adjustment Services
4. ESL/D Needs
5. Special Education in secondary schools
6. Funding
7. Special needs within schools
8. Criteria for resource allocation
9. Enrichment

KEY RESULT AREA:

8. Programme Needs Within The System

OBJECTIVE(S):

(a) To review and analyse the future directions of the Curriculum and Instruction Department
(b) Expand Junior Kindergarten to all schools within three years
(c) Develop a special needs identification process.

INDICATORS OF ACHIEVEMENT:

(a) The reallocation of present resources
(b) Confirmation of K-12 core curriculum concept
(c) Development of an evaluation model for curriculum development and implementation
(d) Development of criterion reference tests to accompany all curriculum
(e) Increase Junior Kindergartens by 20 classes
(f) Implementation of special needs process

STRATEGIES:

(a) To review with the Superintendent of Curriculum and Instruction the present organization
(b) To develop a common approach to curriculum development through use of team leaders such as David Pratt
(c) To develop a curriculum implementation model for principals
(d) To integrate Values Education into all curriculum
(e) To develop with the Weighting Committee a needs identification process.

KEY RESULT AREA:

9. Staff Development

OBJECTIVE:

Plan and implement a staff development programme for leadership candidates as well as principals, vice-principals and superintendents.

INDICATORS OF ACHIEVEMENT:

(a) An effective identification system
(b) Planned professional development programmes in the areas of curriculum implementation, decision-making skills, teacher evaluation, curriculum development, etc.
(c) The development of in-house experts
(d) The implementation of the concept of limited tenure and lateral mobility
(e) The implementation of the concept of administrative assistants on limited tenure.

STRATEGIES:

(a) Through the Superintendent of Operations, establish committees to develop professional development activities in the areas of leadership skills, implementation skills and teacher evaluation skills
(b) Implement the concept of limited tenure and positions below the level of supervisor
(c) Appoint administrative assistants to the Superintendents of Operations, Curriculum and Instruction, Special Services, the Business Administrator and the Director of Education.

KEY RESULT AREA:

10. Evaluation of Staff

OBJECTIVE:

To develop evaluation process for the Director, Superintendents and teachers.

INDICATORS OF ACHIEVEMENT:

(a) Successful implementation of evaluation model for the Director
(b) The development and implementation of evaluation strategies for the Superintendents
(c) Implementation of the elementary school teachers' evaluation document

STRATEGIES:

(a) Confirm Director's objectives with the committee of the Board by January, 1980
(b) Confirm managers' letters with the Superintendents of Curriculum and Instruction, Operations and Special Services by March, 1980
(c) Through the Superintendent of Operations, implement the teacher-evaluation document
(d) With the Superintendents, develop a performance review procedure for all Area Superintendents
(e) Analyse the present procedures used in principals' evaluation of teachers.

KEY RESULT AREA:

11. Evaluation of Students

OBJECTIVE:

To develop effective evaluation of strategies on an individual and system-wide basis for students.

INDICATORS OF ACHIEVEMENT:

(a) The commencement of the development of criterion reference tests in three subject areas
(b) Modify the present standardized testing programme
(c) Develop a process for cyclic evaluation of all curriculum.

STRATEGIES:

(a) Through the Superintendent of Curriculum and Instruction begin the development of criterion reference tests
(b) Through the Superintendents' Council, determine the future scope of standardized tests
(c) Through the Superintendent of Curriculum and Instruction develop a five-year model for programme review.

KEY RESULT AREA:

12. Public Information

OBJECTIVE:

To develop an effective process for information dissemination.

INDICATORS OF ACHIEVEMENT:

(a) The staff is aware of the rationale for decisions made by the Board and administration
(b) The public is better informed of the services that are available
(c) Recognition of staff accomplishment is provided to Trustees as is appropriate
(d) Improved reporting of Board activities through press and radio.

STRATEGIES:

(a) Through the Public Information Officer develop -
  (i) News releases
  (ii) Director's Letter
  (iii) Fact sheets relating to all components of the system
(b) Involve the Information Officer in assisting Principals in the development of effective newsletters
(c) Utilize the Information Officer in relationships with the news media.

KEY RESULT AREA:

13. Leadership

OBJECTIVE:

Participate as an educational leader in Ontario education as well as in the Hamilton-Wentworth area.

INDICATORS OF ACHIEVEMENT:

(a) Successful participation in and completion of tasks through liaison with ALSBO Executive
(b) Successful Chairmanship in OCLEA leadership course to be held in Hamilton
(c) Active participation in Regional Directors' Council
(d) Service on Provincial committees (if requested) through OME, OAEAO, OISE, etc.

STRATEGIES:

(a) Join Hamilton Rotary Club
(b) Work closely with ALSBO
(c) Involve Hamilton personnel in OCLEA workshop
(d) Attend conferences to keep informed and up to date
(e) Meet regularly with Directors in Hamilton-Wentworth
(f) Meet with administration from McMaster and Mohawk.

SECTION #3 - ADMINISTRATIVE ORGANIZATION

(FOCUS - RESPONSIBILITY AND ACCOUNTABILITY)

Preamble - An administrative organization, regardless of the type of model that is used, is merely a system for facilitating decision making and the delivery of services and support to the client. The client in this case, of course, is the child and the key delivery agent is the school. Everything else should act as a support to the school and the role that it is in serving in the community.

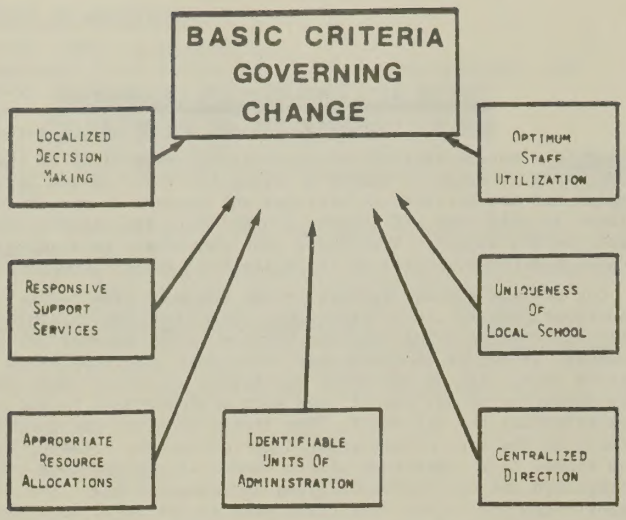
Our present support service in the academic area focuses on three functional areas, i.e., Operations, Curriculum and Instruction and Special Services. The inherent problem in our service delivery, however, is due to the fact that the school functions as an integrated unit. All of the three functional areas are represented in the operation of any school, and each of these must be addressed by the principal and his staff. The direct support from the Education Centre in the form of Assistant Superintendents, however, reaches the school in a compartmentalized manner as opposed to a totally integrated set of responsibilities and expectations. The Assistant Superintendents in the Operations area do not feel, because of their role and job description, that special education and programme implementation is a major responsibility. This type of fragmentation of responsibility leads to a lessening of the effectiveness of the individual Superintendent. In order to maximize efficiency, the Superintendent functioning at the local level must have the total responsibility for education and all of its many facets as well as supportive staff to assist both himself and the principals in the implementation and evaluation of this programme. This demands a high degree of flexibility in staffing, resource allocation, budget allocation and in-service training. The utilization of all resources and staff must also be within the realm of authority of the local superintendent.

Basic Criteria Governing Change - If changes are to be made in any organization or procedure, basic criteria relating to expectations must be developed. These criteria should be the rationale against which any change is measured. Revisions in our present organization and direction should address the following criteria:

1. Localized Decision Making - Decisions regarding the educational programme of children should be made whenever possible by personnel working directly with the child, i.e., principal and teacher. This places diagnostic and programming decisions squarely on the shoulders of the principal and teachers subject to the approval of the Superintendent. All other staff must function as support in the decision-making process.
2. Responsive Support Services - Support services must function as closely as possible to the individual school and resource staff must be cognizant of the needs of the students within that school.
3. Appropriate Resource Allocation - Resource determination must be based on identified needs and should be assigned to families of schools in relation to the needs and priorities of the schools.
4. Identifiable Units Of Administration - Schools and support services should be grouped in identifiable units with a high degree of freedom for decision making and concomitant accountability.
5. Centralized Direction - Centralized direction and control should be maintained where appropriate and necessary for the effective administration of the system.
6. Uniqueness Of The Local School - The individual school is the single most important unit within our system. All other services and departments are there to support the school and address the needs identified within each individual school. Resources to the school, therefore, be clearly identifiable and responsive to school requests with a minimum of bureaucratic interference and red tape.
7. Optimum Staff Utilization - Any form of ogranization muse ensure the optimum use of personnel. Positions which were created in the past may no longer be valid and personnel fuffilling these roles should be deployed in a more appropriate manner.

In order to address the above criteria in an effective and comprehensive manner, a major shift of responsibility must take place. The principal in conjunction with his staff, the local superintendent who must be responsible for the total educational programme within his jurisdiction, and the local trustee must form a partnership to effectively diagnose the needs of the local community and programme for these appropriately. The local school, therefore, becomes paramount and all other staff must function in a support role to the school. This does not, however, negate the need for central direction and policy establishment. The trustees and the administration must determine the direction in which the system is to move. The role of the principal and superintendent is to carry out these directions while remaining cognizant of local needs and priorities. Effective utilization of all the resources that are available is an expectation.

In summary, all modifications to our present organization and mode of operation should focus the responsibility for decision making on the local school but, at the same time, establish a high degree of accountability for effective programming.



"RESPONSIBILITY and ACCOUNTIBILITY"

plus

MAXIMUM ADAPTABILITY

PRESENT GENERAL ORGANIZATION

The responsibilities of the administrative staff within the Hamilton Board of Education fall into two main categories - Educational Administration and Business Administration. To provide for reasonable limits of responsibilities and for in-depth attention to function, each of these two broad areas in organized into departments as follows:

Educational Administration - (a) Operations
(b) Curriculum and Instruction
(c) Special Services

Business Administration - (a) Planning and Plant
(b) Finance

The senior Superintendents of Operations, Curriculum and Instruction, Special Services, along with the Business Administrator and Director, comprise the Management Committee. The Management Committee meets regularly (on a weekly basis) to co-ordinate departmental operations and share in the decision-making process regarding administrative matters.

In addition to the Management Committee, the academic personnel at the Supervisory Officer level, which includes the Director, the three Superintendents and the Assistant Superintendents, meet on a regular basis to discuss curriculum, special services, personnel and operational matters. All reports, etc., are forwarded to this Academic Council for review prior to submission to the Management Committee and the Board.

The three senior business officials meet in a similar manner to review all reports and recommendations relevant to the business area.

The Senior Management Committee has the following functions:

1. to implement Board policies and regulations
2. to develop administrative policies and procedures
3. to co-ordinate all elements of educational and business administration
4. to review requests affecting the total operation of the Board
5. to initiate studies to evaluate present practices
6. to initiate reports and to prepare reports requested by the Board
7. to approve all reports prior to submission to the Board.

PROPOSED ADMINISTRATIVE ORGANIZATION

In order to meet the changing needs of the educational system in Hamilton and to address effectively the criteria previously established in this report, the following administrative organization is recommended.

The following panels be established -

(i) Office of the Director of Education
(ii) Operations
(iii) Curriculum and Special Services
(iv) Business

Rationale - Three of the above four panels already exist and the expectations for these three will be basically the same as in the previous organization. The major change, however, focuses on the combining of the Curriculum and Instruction Department and the Special Services Department under the unified panel of Curriculum and Special Services. One of the problems that has been faced by educational jurisdictions is the segregation of the Special Services and Curriculum roles. These should be integrated as closely as possible and this type of co-operation has been made more difficult in Ontario by the artificial separation of these departments. In order to establish effective co-ordination and supervision, an administration organization which unites administratively Curriculum and Special Services into an integrated programme department is recommended.

The academic panels (Operations and Curriculum and Special Services) will each be supervised by a Superintendent. The Business area will be supervised by the Business Administrator. Additionally, the Business Administrator will continue to have assistants in the administration and plant areas.

The role of the Superintendent of Curriculum and Special Services is demanding and extensive. Specialized assistance is necessary. This will be provided by an Associate Superintendent of Curriculum and Instruction (a term appointment of three years at the responsibility level equivalent to the Superintendent of Education).

In order to maintain an effective K-13 organization, it is recommended that the present Assistant Superintendents be appointed to the position of Superintendent of Education with the responsibility for the total education programme in an educational area usually made up of two Families of Schools plus related vocational schools. This will provide for six Superintendents of Education.

Each of the above Superintendents of Education will have two Families of Schools with the exception of one Superintendent who will assume the additional responsibility of personnel and will be titled the Superintendent of Education (Personnel). This Superintendent will maintain responsibility for one Family of Schools and the personnel function related to academic staff only. (See job description - Superintendent of Education (Personnel).)

The following line chart delineates the administrative organization. The balance of this section of the report deals with the specific panels, their responsibilities and the job descriptions of each of the supervisory officers.

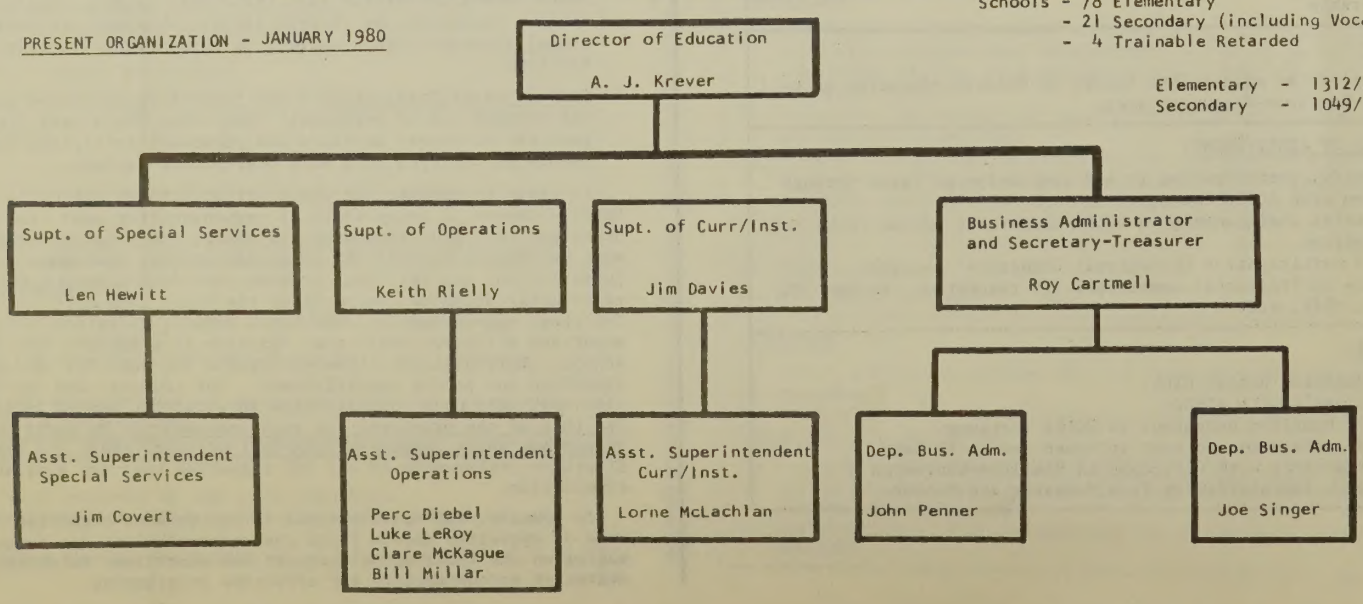
RECOMMENDATION #20

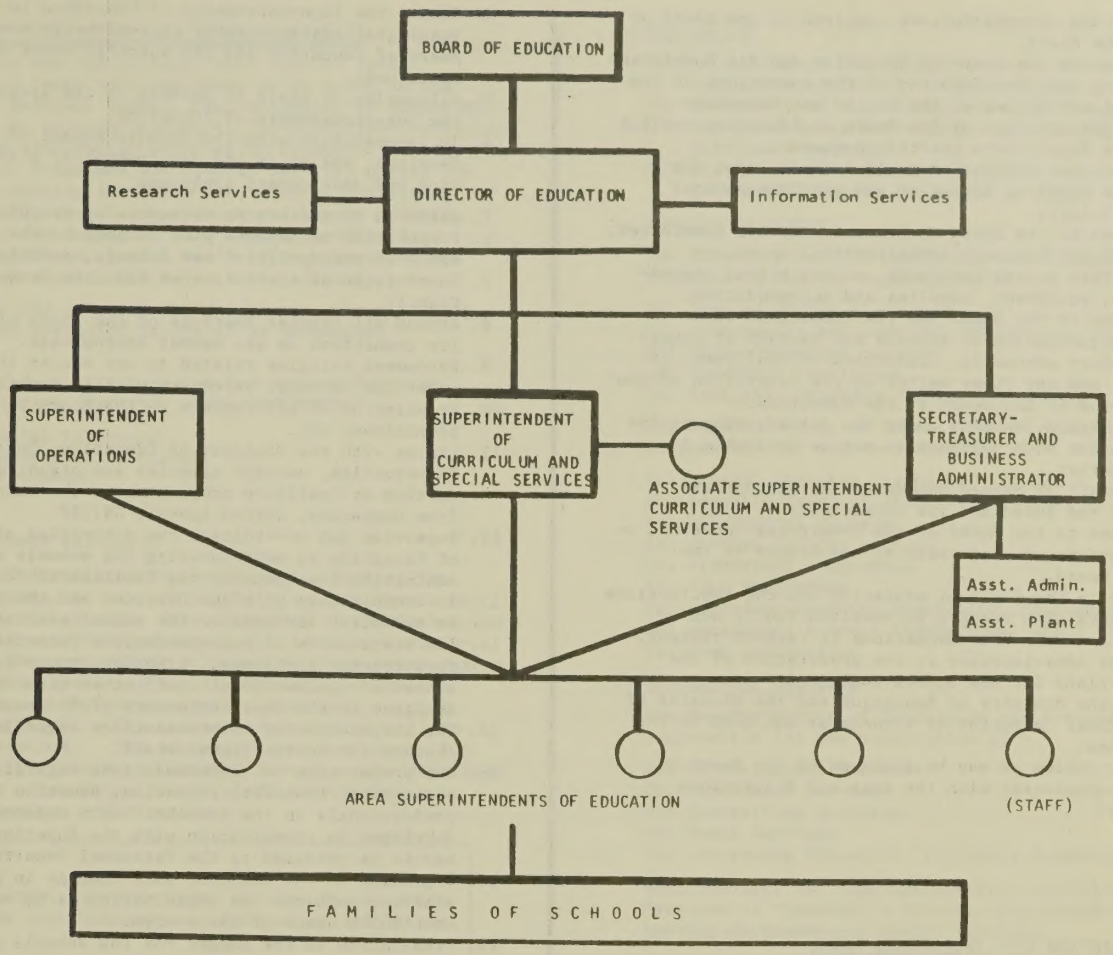
The attached administrative organization be approved. The Area Superintendents of Education will assume their responsibilities effective 1980 08 01. The Superintendent of Curriculum and Special Services will assume his responsibilities effective 1980 08 01.

PRESENT ORGANIZATION - JANUARY 1980

Schools - 78 Elementary
- 21 Secondary (including Vocational)
- 4 Trainable Retarded

Elementary - 1312/27,753
Secondary - 1049/17,742





SECTION #4 - OFFICE OF THE DIRECTOR

One of the major responsibilities of the Director of Education is to co-ordinate the efforts of the individual superintendencies and the business area (see - Role Description, Director of Education) and to maintain an overview of the needs of the entire system.

In order to facilitate achievement of the above, the following functions will be placed under the direct operation of the office of the Director of Education:

1. Information Services
2. Research Services

Additionally, an Administrative Assistant should be appointed on a term basis who will assist in achieving a smooth and integrated operation. The Administrative Assistant's position should be for a two-year period and, at the end of that time, a complete reevaluation will take place to determine the need and appropriateness of such a position.

The position of Information Officer is not a new one, but it is one that requires renewed emphasis and direction. Public confidence in education in Ontario is at a low ebb and if we are to continue to maintain the positive relationship we have with the community, it is of utmost importance that we develop a comprehensive information system.

The Research Services Department will, in the future, have to become more involved in the area of evaluation than it has in the past. This will include not only evaluation of student achievement but programme evaluation and evaluation related to the effectiveness of specific departments or new ventures that the Board has undertaken. As such it is necessary to have the Research and Evaluation Department report directly to the Director of Education. This will enable this service to act in a manner which frees it from responsibility to any specific panel. It is also the expectation that the Research and Evaluation Department is a service to all panels and schools within the system. This means that the Research Department will service both business and academic and as such, should be responsible to the Director's office since this office is the only cross-panel unit within the organization.

The Research and Evaluation Department will focus on the following areas:

(a) student evaluation
(b) evaluation of programme
(c) long-range planning
(d) assisting in the evaluation of new programmes
(e) the development of criterion reference testing component for the system
(f) provide services as requested by the Business Administrator and/or Superintendents.

RECOMMENDATION #21

Research Services and Information Services be a component of the office of the Director of Education.

RECOMMENDATION #22

An Administrative Assistant be appointed to the office of the Director on a two-year term.

INFORMATION OFFICER - DUTIES AND RESPONSIBILITIES

1. To work closely with Board members and Officials on matters of public information pertaining to the school system.
2. To co-ordinate and develop a programme of external public relations and internal information services.
3. In general, to identify important and interesting activities and plans that go on within the Hamilton public education system and to provide for communications with the public and the staff on these matters.
4. More specifically, to identify story potential, gather additional facts and impressions, develop stories, identify appropriate news media and arrange for appropriate coverage.
5. To help in the development of booklets, newsletters, fact sheets and other means of keeping the public and staff informed.
6. To develop a liaison with the press and news media and to encourage their participation in Board activities and educational activities.
7. To assist the staff in the development of annual and interim reports.
8. Design public relations programmes for new educational developments and changes.
9. To maintain a public relations programme and information service on the continuing education programme.
10. To assist with speech preparation.
11. To prepare reports to the Board as may be required.
12. To assist in the preparation of submissions or briefs to related organizations.
13. To assume other responsibilities as may be assigned.

DUTIES OF DIRECTOR OF EDUCATION

The duties of the Director of Education are in the areas of policy and the co-ordination and general supervision of all departments.

The Director of Education shall --

1. be the chief executive officer of the Board.
2. be directly responsible to the Board for the efficient management and co-ordination of all phases of the educational and business aspects of the Board's work.

3. submit all reports and recommendations required by the Board or any Committee of the Board.
4. make recommendations to the Board of Education and its Committees on matters of policy and co-ordination of the operations of the various educational activities of the Public and Secondary Schools under the jurisdiction of the Board of Education subject to the Acts and the Regulations enacted thereunder.
5. act as Chief Educational Official for all schools under the jurisdiction of the Board of Education and exercise general supervision of activities.
6. make recommendations to the Board of Education or its Committees, in conjunction with the Business Administrator, on policy regarding such matters as new buildings, school sites, renovations of buildings, equipment, supplies and accommodation.
7. make recommendations to the Board and its Committees with reference to the organization of schools and courses of study; teacher supply, salary schedules, conditions of employment of teaching personnel and any other matter at the discretion of the Director or requested by the Board or the Committees.
8. visit, at his discretion, schools under the jurisdiction of the Board of Education for such purposes as may be desirable in carrying out his duties.
9. call meetings of staff as deemed necessary and appropriate.
10. attend meetings of the Board and its committees.
11. make recommendations to the Board or the Committees concerned on studies, investigations or appraisals of any branch of the activities of the Board.
12. study developments in the field of education and the implications of these developments with respect to Hamilton Public and Secondary Schools and make recommendations in respect thereof.
13. assist the Business Administrator in the preparation of the Annual Budget and plans for new school buildings.
14. in relations with the Ministry of Education and the Minister of Education act as Chief Inspector of Schools as outlined in the Acts and Regulations.
15. perform such other duties as may be assigned by the Board of Education and are consistent with the Acts and Regulations enacted thereunder.

1979 09 06

SECTION #5 - OPERATIONS PANEL

The Operations Panel is responsible for the day-to-day operation of the school system. Therefore, all aspects of administration which naturally fall within that scope shall deem to be his. This includes the co-ordination of -

(a) admissions
(b) promotion
(c) discipline
(d) reporting
(e) staff allocation
(f) hiring
(g) demotion
(h) transfers
(i) resignations
etc.

As well as the above, the Superintendent of Operations is expected to assist the Director of Education and the Superintendents in the development of meaningful and measurable objectives in keeping with those of the Board of Education and the specific needs of each school.

The Superintendent of Operations is responsible also for the co-ordination of the evaluation of the Superintendents of Education.

RECOMMENDATION #23

The job description for the Superintendent of Operations be approved.

RECOMMENDATION #24

Administrative Assistant be appointed to the office of the Superintendent of Operations on a two-year term basis.

JOB DESCRIPTION - SUPERINTENDENT OF OPERATIONS

The Superintendent of Operations is a member of the senior administrative team and shall be responsible to the Director of Education for the performance of such duties as the latter may assign.

His responsibilities and duties are mainly those that have to do with the day-to-day operation of the schools and, therefore, those aspects of administration which naturally fall within the scope of that term shall be deemed to be his. Specifically, his responsibilities shall include -

1. School Administration -
   (a) admissions to schools - resident and non-resident
   (b) pupil promotion, records and reporting methods
   (c) student discipline, transfers and suspensions
   (d) reporting to parents
   (e) parental complaints
   (f) daily operation of the schools
   (g) enrolment statistics
2. Assist the Superintendents of Education in the establishment of meaningful and measurable objectives in keeping with those of the Board of Education and the specific needs of each school in the basic unit.
3. Allocation of staff to schools in the system in co-operation with the Superintendents of Education.
4. In co-operation with the Superintendent of Curriculum and Special Services, assist in the development of a leadership identification and development programme.
5. Serve on committees as requested by the Director of Education.
6. Preparation of reports with respect to the educational requirements in the design of new schools, additions or renovations.
7. Supervision of activities of Hamilton Secondary School Athletic Council.
8. Attend all regular meetings of the Board of Education and such of its committees as are deemed appropriate.
9. Recommend policies related to any matter that logically fall under the terms of reference of this department.
10. Preparation of all reports to the Board re staffing, student promotions, etc.
11. Liaise with the Ministry of Education, Teacher Training Colleges, Universities, outside agencies and organizations who may wish to develop or institute programmes in the schools, e.g., scholarships from companies, United Appeal, UNICEF.
12. Supervise and co-ordinate the activities of the Superintendents of Education in administering the schools and in developing administrative teams in the Families of Schools.
13. In consultation with the Director and the other Superintendents to establish and monitor the school evaluation process.
14. The preparation of recommendations regarding the recruitment, appointment, assignment, transfer, promotion, demotion and dismissal of instructional staff other than the consultative staff assigned to the Superintendents of Programme.
15. The preparation of recommendations regarding the use of Leaves of Absence for instructional staff.
16. The preparation of recommendations regarding appointment, assignment, transfer, promotion, demotion and dismissal of para-professionals in the schools. Such recommendations to be developed in consultation with the Superintendents of Education and to be provided to the Personnel Department for action.
17. Recommend to the Director such changes in policies, programme, staffing patterns and organization as he may feel express new and continuing needs of the system.
18. Preparation of the budget for the schools in co-operation with the other senior officials concerned.
19. Supervise staff assigned to the Operations Department.
20. Prepare recommendations re school organization and school boundaries.
21. Maintain liaison with Hamilton Teachers' Federation and OSSTF, District 8.
22. Supervise the operation of Summer School in conjunction with the Superintendent of Curriculum and Special Services.
23. Perform such duties as may be required or assigned by the Director of Education.

SECTION #6 - CURRICULUM AND SPECIAL SERVICES

The former Curriculum and Instruction Panel and the Special Services Panel are to be fused into one panel to be known as the Curriculum and Special Services Panel. The rationale for combining the two departments is to provide meaningful, co-operative curriculum development, in-service and special services to students. In the past, the segregation of Programme and Special Services across the Province has tended to develop rivalries and, often, conflicting directions in philosophies were being encountered by the teaching staff. The creation of one composite programme department to address all the curriculum and special needs of youngsters should develop a more effective service delivery to the schools.

In order to simplify the roles in the department, the following job categories have been developed or are to be maintained.

(a) Superintendent
(b) Associate Superintendent of Curriculum and Special Services
(c) Administrative Assistant (two-year term appointment)

(d) Supervisors (1 Special Education)
(5 Educational Services
(13 Curriculum)
(e) Staff Assistants
(f) Consultants
(g) Counsellors (Adjustment Services)

Since the position of Administrative Assistant is part of the staff development programme, no responsibility allowance should be provided. The position of Associate Superintendent of Curriculum and Special Services will be a staff position at the level of Superintendent of Education. The appointment will be for three years with a renewal option of two additional years. At present, the Special Services and Curriculum and Instruction Departments have a total staff of 86 academic personnel. The revised organization will require two additional personnel. The Administrative Assistants for the Superintendents of Curriculum and Special Services and Operations will be realized by the elimination of the staff assistants' positions (2) in the previous organization.

RECOMMENDATION #25

The Curriculum and Special Services Panel be established under the Supervision of the Superintendent of Curriculum and Special Services.

RECOMMENDATION #26

That the position of Associate Superintendent of Curriculum and Special Services (term appointment - three years plus two additional optional) be established.

RECOMMENDATION #27

The job description of the Superintendent of Curriculum and Special Services be approved.

RECOMMENDATION #27 (a)

An Administrative Assistant be appointed to the office of the Superintendent of Curriculum and Special Services on a two-year term basis.

JOB DESCRIPTION - SUPERINTENDENT OF CURRICULUM AND SPECIAL SERVICES

The Superintendent of Curriculum and Special Services is a member of the senior administrative team and shall be responsible to the Director of Education for the performance of such duties as the latter may assign. His responsibilities and duties are mainly those that have to do with curriculum development, professional development, evaluation of programme and students and the organization and provision of programmes for exceptional children. His specific duties and responsibilities will include -

1. Curriculum K-13

(a) provision of an on-going three-year model for curriculum development and implementation
(b) development of core curriculum K-12 which specify expectations related to knowledge, skill and attitude development
(c) the establishment of learning goals and expected standards of student achievement for each level
(d) development of criterion reference tests
(e) development of a matrix sampling approach to evaluate the effectiveness of the curriculum
(f) development of a programme implementation model for use of the Superintendents of Education and Principals
(g) recommendations regarding programme changes and experimental studies
(h) approval of curriculum courses and textbooks.

2. Professional Development

(a) initiation and implementation of professional development programmes related to curriculum and special education areas
(b) recommendations re staff attendance at conventions, conventions and workshops, etc.

3. Evaluation

(a) evaluation on a cyclical basis of the effectiveness of all curriculum within the Hamilton Board of Education
(b) evaluation of the effectiveness of Supervisors, Consultants and Staff Assistants within the Curriculum and Special Services Department
(c) evaluation of student achievement on a systems basis related to specific curriculum areas as deemed appropriate

4. Special Education

The Superintendent of Curriculum and Special Services is responsible for the supervision of -

(a) limited vision classes
(b) orthopaedic and cerebral dysfunction classes
(c) hard-of-hearing classes
(d) community facilities
(e) Trainable Retarded classes and schools

The Superintendent of Curriculum and Special Services is responsible for the co-ordination of -

(a) general learning disability classes
(b) specific learning disability classes
(c) behavioural classes
(d) special reading classes
(e) withdrawal programmes
(f) ESLD Programmes
(g) secondary learning disability programmes
(h) vocational schools (admissions, etc.)
(i) home instruction

5. Educational Services

The Superintendent of Curriculum and Special Services is responsible for the supervision of -

(a) Psychological Services
(b) Adjustment Services
(c) Counselling Services
(d) Media Services
(e) Continuing Education (including Summer School)

Additionally, the Superintendent of Curriculum and Special Services is responsible for the co-ordination of the Early School Leaving Programme and Health Services.

6. In co-operation with the Superintendent of Operations, assist in the development of leadership identification and development programmes.
7. Serve on all committees as requested by the Director of Education.
8. Attend all regular meetings of the Board and such of its committees as are deemed appropriate.
9. Recommend policies related to any matter that logically falls under the terms of reference of this department.
10. Submit all reports to the Board regarding curriculum and instruction, special education and educational services.
11. Liaise with outside agencies and organizations who relate to the programme and special education as well as professional development, i.e., Ministry of Education, OISE, Colleges of Education, Universities and Community Colleges and Applied Arts and Science, Business, Industry, Labour, etc.
12. Supervise and co-ordinate any activities of the Superintendents of Education in relation to programme implementation and evaluation and special education.
13. In consultation with the Director and other Superintendents, to establish and monitor a curriculum implementation within the schools.
14. Prepare recommendations regarding appointment, assignment, transfer, promotion, demotion and dismissal of staff within the programme department.
15. Recommend to the Director such changes in policy, programme, staffing and organization as he may feel express the new and continuing needs of the system in the programme area.
16. Supervise all staff assigned to the Curriculum and Special Services Department.
17. Perform such duties as may be required and assigned by the Director of Education.
18. Assist the Superintendents of Education in understanding the requirements of exceptional children in their areas.
19. Act as executive member to the advisory committee for the Trainable Retarded.
20. Ensure the adoption of adequate selection procedures for special classes in vocational schools.
21. Ensure the implementation of all requirements related to special education contained in Regulation 704.
22. Assist the Superintendents of Education regarding the evaluation of the efficiency of special education classes and services in schools within the Superintendent's jurisdiction.
23. Recommend transportation needs arising out of special education provisions.
24. Assist in the recruiting of staff for special education classes, etc., in co-operation with the Superintendents of Education and their Principals.
25. Develop and co-ordinate in-service training and professional development for teachers related to curriculum and instruction and special education.

ORGANIZATION OF THE CURRICULUM AND SPECIAL SERVICES DEPARTMENT

The Curriculum and Special Services Department is divided into three specific areas:
(a) Special Education
(b) Educational Services
(c) Curriculum and Instruction

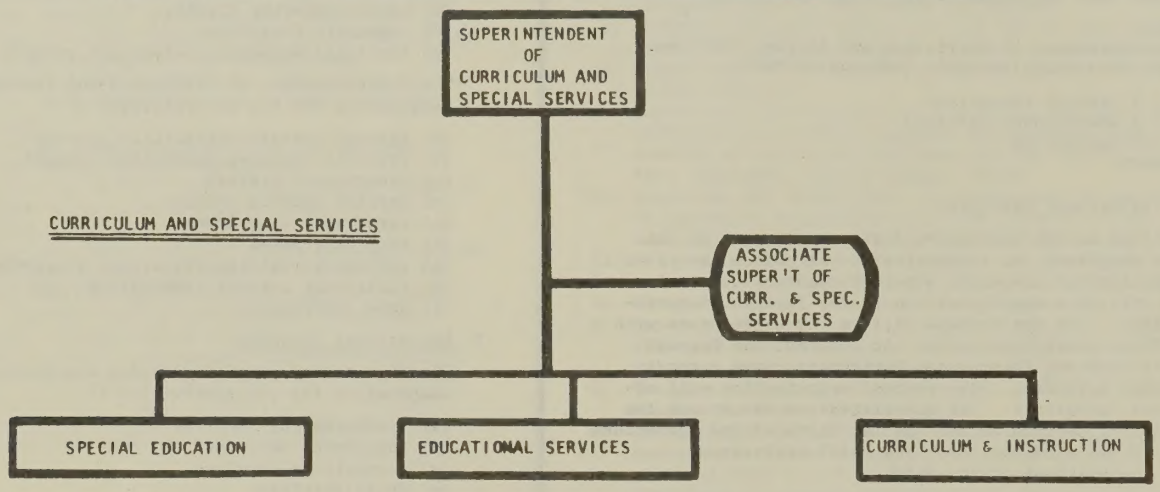
The chart on the following page delineates the functions within the three broad areas.

For the initial organization period, it is suggested that the Superintendent of Curriculum and Special Services assume the direct supervision for the special education area. The Associate Superintendent of Curriculum and Special Services will assume responsibility for educational services and curriculum and instruction. The overall co-ordination of all aspects of the unified Department is the responsibility of the Superintendent of Curriculum and Special Services.

RECOMMENDATION #28

The Curriculum and Special Services Department will include the areas of -

1. Special Education
2. Educational Services
3. Curriculum Services



Supervision of:

1. Trainable Retarded
2. Limited Vision Classes
3. Orthopaedic & Cerebral Dysfunction
4. Hard-of-Hearing Classes
5. Community Facilities

Co-ordination of:

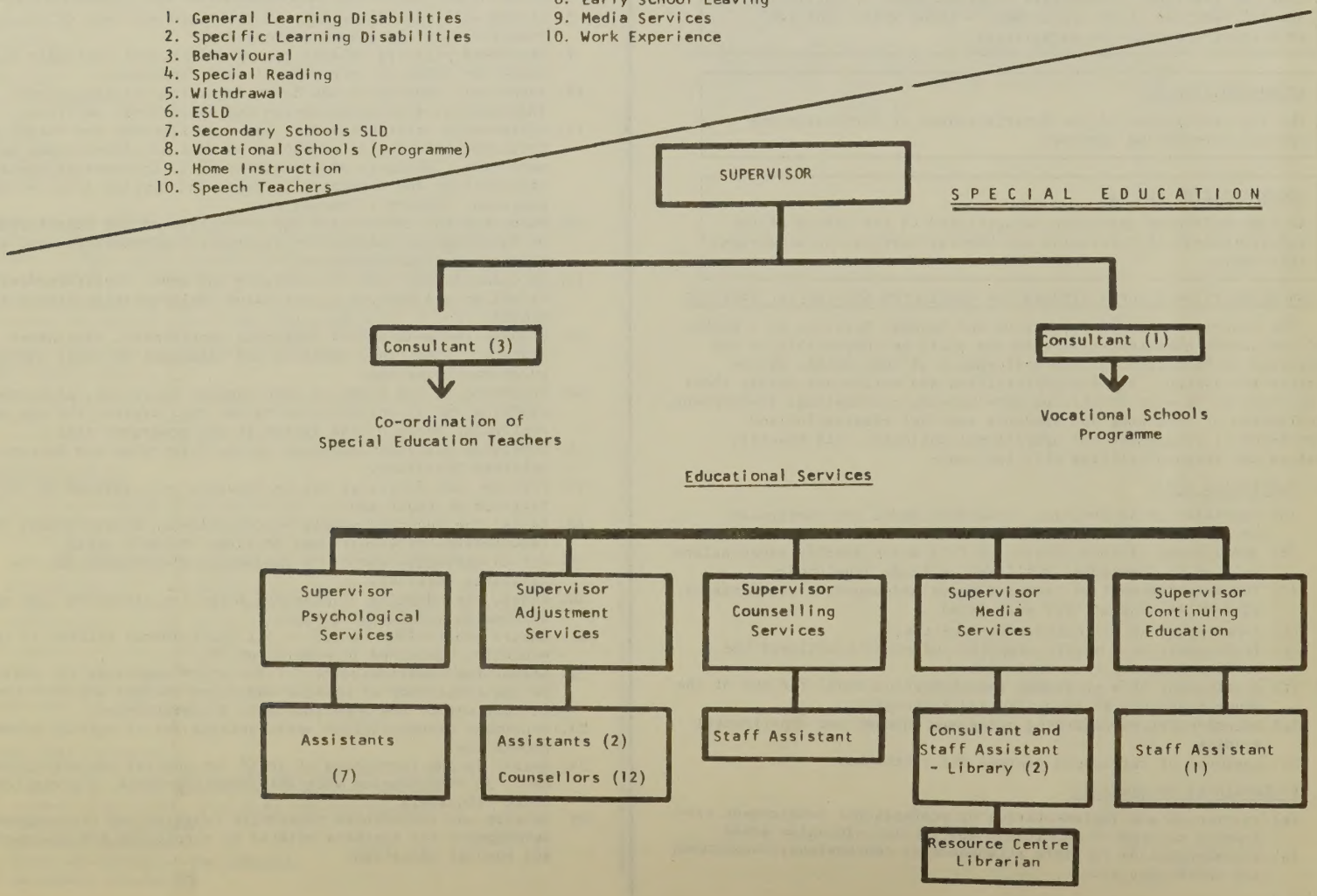
1. General Learning Disabilities
2. Specific Learning Disabilities
3. Behavioural
4. Special Reading
5. Withdrawal
6. ESLD
7. Secondary Schools SLD
8. Vocational Schools (Programme)
9. Home Instruction
10. Speech Teachers

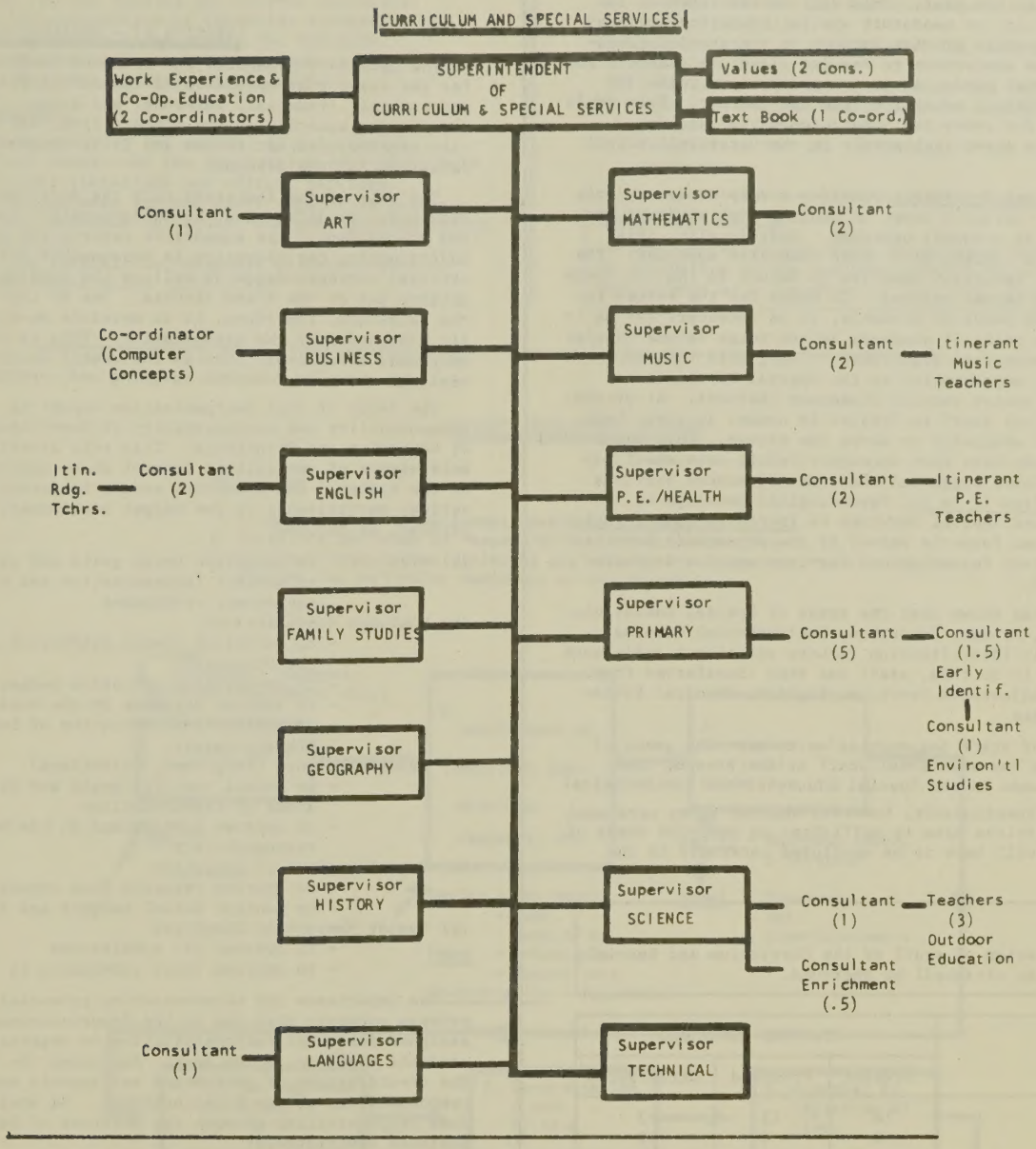
Co-ordination of:

1. Psychological Services
2. Adjustment Services
3. Counselling Services
4. Co-operative Education
5. Volunteers
6. Professional Development
7. Health Services
8. Early School Leaving
9. Media Services
10. Work Experience

Co-ordination of:

1. Subject Supervisors
2. Continuing Education
3. Summer School
4. Alternative Education
5. Early Identification
6. Values Education
7. Apprenticeship Programmes





CURRICULUM AND INSTRUCTION DEPARTMENT - STAFF UTILIZATION

An analysis of the educational needs of the "Eighties" indicates that there is a continuing necessity for the maintenance of staff in specific identified areas as well as specialized support staff to assist in additional areas of concern and need. The realities of the "Eighties", however, indicate that very little additional staff will be available to school boards. It is, therefore, necessary for us to reestablish our priorities and shift staff allocations in order to meet the demands of new areas of concern.

In the curriculum and instruction area, a review of role responsibilities and needs indicates that it is necessary for us to provide the support personnel in -

(a) early identification
(b) primary education
(c) primary environmental studies
(d) media services

In order to meet these needs, staff allocations will be diverted from the areas of Music, Languages and Physical Education. These latter three areas have received additional support in the form of itinerant teachers and, therefore, the continuing need for consultative assistance has been reduced. The Consultants who have been displaced will return to the classroom and replacement staff will be hired on term appointments to address the three new priority areas.

The areas of Library services and Audio-Visual services are better co-ordinated under one combined department known as Media Services. The functions of these two previous departments have a great deal of overlap and the system would be better served by a unified thrust. It is, therefore, desirable to reestablish the position of Supervisor of Audio-Visual Services into the position of Supervisor, Media Services. In addition, consultative assistance is required on a K-13 basis. At present, one person addresses this need. This should be expanded to an additional member on a term basis. This would provide one Supervisor and one Curriculum Assistant and one Consultant in the Media Services area.

A review of the role expectations and future needs indicates inequities, especially relating to specialized areas. It is, therefore, recommended that the position of Supervisor, Family Studies, be created. There is already a Staff Assistant in this area, so it is merely a change of title, responsibility and salary.

The Primary Division is one of the key areas in programming and at the present time there is no formal co-ordination in this department. As a result, this has created difficulties in curriculum development, co-ordination, etc. It is, therefore, recommended that the position of Supervisor of Primary Education be created. The allocation of personnel would be a re-deployment of staff from another area. The change, therefore, would be merely a change of title responsibility and salary. Additionally, one consultant should be added to the Primary to provide assistance on a ratio of one per superintendency.

Early identification is a priority of both the Ministry of Education and this Board. In order to develop an effective early identification programme, it is necessary to provide resources for training teachers in effective diagnosis and programming strategies. It is, therefore, recommended that 1.5 Consultants be attached to this area under the jurisdiction of the Primary Supervisor. This allocation would be derived from reallocating staff as previously outlined. The 0.5 would be transferred from the Languages area.

Curriculum development at the Primary Division must be integrated in nature rather than subject based. One of the priorities of Boards across this Province is the development of Environmental Studies which combines the subject areas of Science, Health, Social Sciences and English in an integrated manner. In order to provide co-ordination and spearhead the work that must be done in this area, it is recommended that a Consultant be appointed in the Environmental Studies area under the supervision of the Supervisor of Primary Education. This staff would again be covered from re-deployment from other areas.

The Ontario Ministry of Education has placed a higher emphasis on

Special Education than in the past. This will be enshrined in law with the new responsibility or mandatory special education legislation. In order to adequately provide support to the special education classes, as well as assistance to regular classroom teachers who have students with special needs, it is necessary to increase the consultative staff in special education from one to four. This would provide one consultant for every two Superintendencies and an additional consultant to serve exclusively in the vocational school area.

The Adjustment Services Department provides a very necessary role in this system and is a valuable asset in dealing with students who have emotional, social or academic problems. Additionally, this Department serves as the liaison with other community agencies. The Department is, however, basically reactive in nature in that it deals with problems once they become serious. In order for the system to more adequately meet the needs of students, it is necessary for us to attempt to diagnose the needs of students before these become crucial concerns. The most appropriate department to deal with this is Psychological Services, supplemented by the Special Education Consultants working to assist regular classroom teachers. At present however, the Psychological staff is limited in number in that there are only five personnel available to serve the system. This means that long waiting periods have been necessary before assessment can be made. It is, therefore, suggested that the Adjustment Services Department be reduced from 17 to 14, Psychological Services be increased from 5 to 7 and Special Services be increased from 2 to 5. Some of the role that was formerly served by the Adjustment Services would be picked up by both Psychological Services and the increased Special Education staff.

Summary - An analysis has shown that the areas of Special Education, Psychological Services, Primary Education, Environmental Studies, Media Services and Early Identification require additional assistance and support. In order to do this, staff has been transferred from the following areas: Adjustment Services, English, Physical Education, Music and Languages.

This re-deployment of staff has enabled us to meet the needs of the reorganization with two additional staff at the present time. These staff are to be used in the Special Education and Psychological Services areas. It is questionable, however, whether seven personnel in the Psychological Services area is sufficient to meet the needs of the system. This area will have to be monitored carefully in the future.

RECOMMENDATION #29

The reorganized allocation of staff of the Curriculum and Special Services Department (as attached) be approved.

Department	STAFFING REVISIONS		
	Present	Proposed	Differences
Adjustment Services	18	15	-3
Psychology	6	8	+2
Special Education	2	5	+3
Media Services	2	3	+1
Primary	4	6	+2
Early Identification	0	1.5	+1.5
Environmental Studies	0	1	+1
Languages	1.5	1	-0.5
Music	4	3	-1
English	5	3	-2
Physical and Health Education	5	3	-2
Totals	47½	49½	+2

RECOMMENDATION #30

The Audio-Visual and Library Departments be amalgamated into the Media Services Department.

RECOMMENDATION #31

Supervisors be appointed in the areas of Family Studies and Primary Education but no additional staff be hired.

RECOMMENDATION #32

Two additional staff be assigned to the Psychological Services Department in accordance with Recommendation #25.

SECTION #7 - BUSINESS PANEL

The Secretary-Treasurer and Business Administrator is responsible for the day-to-day operation of the school system in the areas of secretarial, financial, personnel and plant. These areas are functioning smoothly at the present time, all aspects of the operation receive constant review and it is unnecessary to contemplate any revisions for the present.

The role of the Secretary with the Hamilton Board is unique in the Province. By definition, he is responsible for agenda development and submission of the supportive reports for agenda items. Additionally, the Secretary is responsible for the receipt of official correspondence as well as the development of correspondence arising out of the Board minutes. One of the key responsibilities of the Secretary, therefore, is to maintain on-going communication with all components of the organization. This is presently being addressed effectively through the weekly Senior Management Committee meetings where it receives on-going and constant attention.

The focus of this reorganization report is on clarifying the responsibility and accountability of Superintendents, Superintendents of Education and Principals. This role clarification calls for the maintenance of centralized control where appropriate and beneficial to the system. One area that should be detailed is the role of the various participants in the budget development and implementation process, as follows:

(a) Director - to establish broad goals and direction
- to monitor implementation and effectiveness of the subsequent programmes

(b) Business Administrator
- to establish fiscal guidelines (in conjunction with the Director)
- to co-ordinate and price budget requests
- to approve requests in the business area
- to monitor implementation of budget and maintain fiscal control

(c) Superintendents (Programme, Operations)
- to detail specific goals and directions for his/her areas of responsibility
- to approve submissions in his/her areas of responsibility

(d) Superintendent of Education
- to approve requests from schools
- to monitor school budgets and allocations

(e) Senior Management Committee
- to approve all submissions
- to approve final submission to the Board.

The importance and time-consuming potential of the negotiation process suggests that one of the Superintendents of Education be assigned personnel responsibilities in negotiations in respect to academic staff as in the past. Assisting the Personnel Officer in the co-ordination of grievances and appeals would also be the responsibility of the Superintendent. He would, therefore, have a dual responsibility to both the Director of Education and the Business Administrator.

Additionally, and more importantly, the Superintendent would be accountable for the development of evaluation procedures for academic staff.

THE RESPONSIBILITIES AND DUTIES OF THE SECRETARY-TREASURER AND BUSINESS ADMINISTRATOR

A. As Secretary:

1. directly responsible to the Board for the preparation of all Board and Committee meeting agendas and notices. (Notices of meetings, including agendas and recommendations, must be sent to each member of the Communittee and/or the Board six (6) days prior to such meetings.)
2. responsible for the preparation of all correspondence and reports of the Board and the co-ordination by directing to the attention of appropriate staff members, those policies approved by the Board.
3. responsible for all maintenance and custody of Board records, reports and documents, including deeds, bonds, agreements, debentures and leases. Liaison with the Board's solicitor on legal matters.
4. shall advise on the amendments and changes required from time to time in the Rules and Regulations of the Board and shall advise on amendments made to the Education Act and the Regulations.

B. As Treasurer:

1. responsible for all financial matters of the Board which shall entail receiving and accounting for all monies of the Board and disbursing all monies as directed by the Board. He shall prepare the annual operating budget of the Board with the assistance of the Director.
2. responsible for budget analysis, financial forecasting, planning and control, payroll and accounting services, cash flow requirements and short-term investments.
3. where recommendations involve the expenditure of money, the Treasurer shall report to the Board or Committee whether and what funds are available for that purpose.
4. shall prepare the 5-year Capital Budget with the assistance of the Director.

5. shall arrange for capital funding and project approvals.
6. responsible for the preparation of financial statements and financial reporting to the Board and to the Ministry.
7. responsible for internal auditing with respect to the review and appraisal of Board's policies and procedures.

C. As Business Administrator:

1. responsible for the security and control of all property, equipment, physical assets and the supervision of school board insurances, cafeteria operations and officer services.
2. responsible for nonacademic support staff, operating personnel, personnel policies, employee relations, contract administration and employment records.
3. responsible for the acquisition, disposal of school sites, rental and use of school board facilities.
4. responsible for the operation, maintenance and repair of school plant facilities.
5. responsible for new construction, additions and renovations to schools.
6. responsible for the development and implementation of business policies, methods and procedures including systems and data processing services.
7. responsible for the purchasing of all supplies, equipment and services.

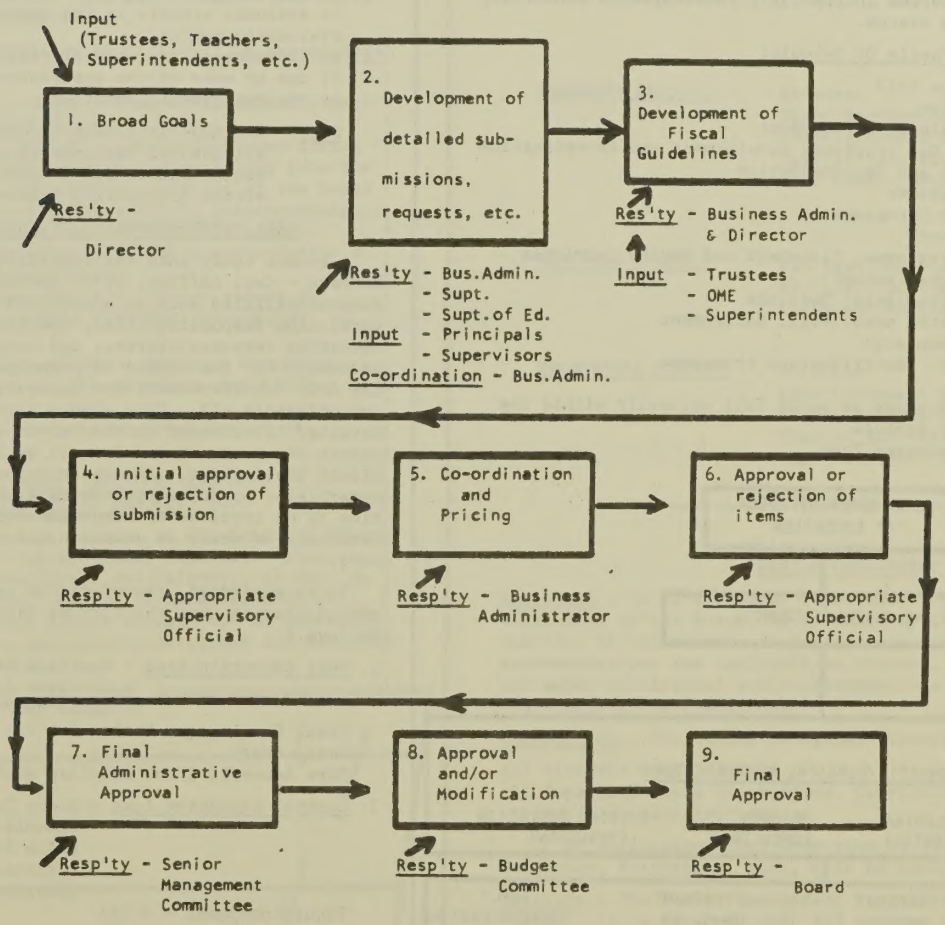
RECOMMENDATION #33

An Administrative Assistant be assigned from the academic panel to the Office of the Business Administrator on a one-year term appointment as a component of the Staff Development Programme.

BUDGET DEVELOPMENT PROCESS

Objectives -

1. to define clearly the budget development process
2. to define the areas of responsibility and accountability
3. to ensure that budget decisions are made by the supervisory officer responsible for the particular component of the operation



SECTION #8 - FAMILY OF SCHOOLS UNIT

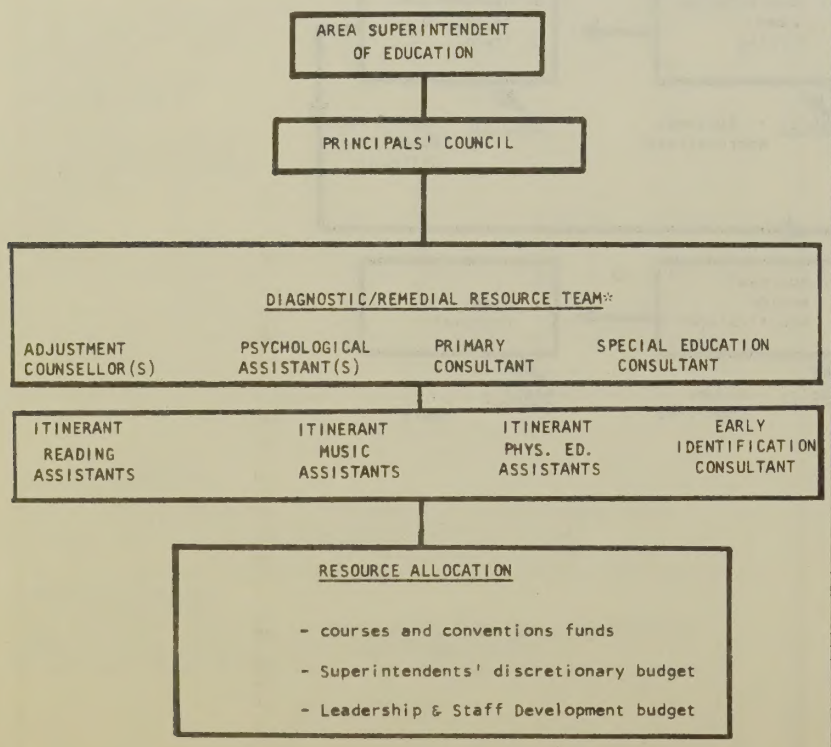
Schools are grouped in Families made up of the secondary school and the feeder elementary schools in order to develop strong and active communication and continuing K-13 curriculum and evaluation. The role of the Area Superintendent of Education (as educational leader) is crucial to the success of the Family concept. It is his responsibility to not only supervise the total operation of the Family of Schools, but the individual must know and learn the intricacies of all levels of school organization and be prepared to assist Principals in meeting their objectives as well as the objectives of the Board. The Superintendent must be capable of meeting the public and must be aware of the specific needs and desires of that public or can be capable of developing various means of assessing these.

Ideally, each Area Superintendent of Education would be responsible for two secondary school feeder groups but, in reality, a number of Area Superintendents will have to be assigned three secondary schools. The role of the Superintendent will primarily involve the effective management and development of human resources in the best interest of the students and parents of his/her administrative area. It is expected that each Area Superintendent of Education will be directly responsible to the Superintendents of Operations and Curriculum and Special Services as well as the Business Administrator. The schools, in fulfilling their responsibilities related to these functions, i.e., operations, programme and business, operate as an integrated unit - so must the Area Superintendent of Education who will assume the responsibility for the implementation of programmes and procedures related to each of these areas.

In addition to area responsibilities, the Area Superintendent of Education will assume one or more assignments at a systems level, but these assignments will be varied as often as is feasible so that all Superintendents will become increasingly knowledgeable concerning the total operation of the system.

Areas Of Responsibility (Family Of Schools)

1. Programme co-ordination K-13
2. Programme implementation
3. In-service and Professional Development
4. Professional Activity Day programme development and co-ordination
5. Special needs analysis and recommendation
6. Staff Development programme
7. Courses and Convention Management
8. Resource Team Deployment
9. Special Education - Programme, Placement and Review Committee
10. Family Aims & Objectives (annual)
11. Superintendents and Principals' Meetings
12. Key task areas - a system need, e.g., Enrichment
13. Staff Allocation (elementary)
14. Implementation of Early Identification programme
15. Family Day
16. Plus all other related areas as would fall naturally within the scope of the Family of Schools
17. Diagnostic Remedial Resource Team



* additional support may be provided by the Curriculum and Special Services Panel

JOB DESCRIPTION AND RESPONSIBILITIES - AREA SUPERINTENDENT OF EDUCATION

Each Area Superintendent of Education will be responsible for -

1. the quality of education in the schools within his jurisdiction (to the Superintendent of Operations)
2. the quality of curriculum in those schools (to the Superintendent of Curriculum and Special Services)
3. the implementation of curriculum in those schools (to the Superintendent of Curriculum and Special Services)
4. the improvement of integration between the grades and, in particular, the elementary and secondary schools within his jurisdiction
5. recommendations for appointments, transfers, demotion or dismissal of staff within his areas, but for placement purposes in any area of the city (to the Superintendent of Operations)
6. support of Board-wide programmes as approved by the Management Council of the Trustees
7. development (annually) of specific objectives for his area and each of the schools in his area which supplement or implement the objectives of the Board
8. encouraging the use of resource personnel with his/her area and advise the Superintendent of Curriculum and Special Services regarding the needs for such personnel
9. recommendations to the Superintendent of Operations regarding boundary changes, busing policy, lunchroom policy and plant improvements in his area
10. recommendations regarding enrolment projections, use of vacant space, accommodation and special staff needs, based upon consultation with the principals in his area and made to the Superintendent of Operations and the Business Administrator
11. co-operating and functioning with other superintendents and teams to evaluate schools in the system in accordance with the principal evaluation policy
12. performance of any special responsibilities, under the direction of one or more of the superintendents, as assigned by the Director or the Management Committee.

Note: The Superintendent of Operations shall maintain a list of all special assignments involving Superintendents of Education and review it periodically with the Management Committee to ensure a reasonable distribution of such duties.

AREA SUPERINTENDENTS OF EDUCATION - SPECIFIC ASSIGNMENTS

A recent study into the organization of school boards (City of Toronto - Carl Jaffrey, 1975) indicates that in order to carry on responsibilities such as envisioned in this reorganization, e.g., curriculum responsibilities, operational responsibilities, special education responsibilities, and business responsibilities, it is necessary for the number of principals and teachers directly under the Area Superintendent for supervision purposes to be maintained at approximately 450. This number allows for personal contact and detailed involvement in the day-to-day operation of the schools within his jurisdiction as well as long-range planning and professional development. The restriction of numbers to 450 staff for supervision purposes also permits the Area Superintendent of Education to be involved in city-wide responsibilities. This latter is necessary in order to maintain the advantages of a system as large as ours.

It is suggested, therefore, in order to create manageable units of administration that the City be divided into six superintendencies as follows.*

1. West Education Area - Westdale Secondary School and feeder schools
   - Sir John A. Macdonald and feeder schools
   - Agnes MacPhail and Ainslie Wood

   Total Enrolment - 8 136
   Total Staff - 444
   *See Appendix 1 for detailed analysis

2. Central Education Area - Scott Park Secondary School and feeder schools
   - Delta Secondary School and feeder schools
   - Parkview Secondary School
   - Georges-P.-Vanier Secondary School

   Total Enrolment - 7 233
   Total Staff - 394

3. East Education Area - Sir Winston Churchill Secondary School and feeder schools
   - Glendale Secondary School and feeder schools
   - Albion and Briarwood Secondary Schools

   Total Enrolment - 9 072
   Total Staff - 475

4. Southeast Education Area - Sherwood Secondary School and feeder schools
   - Barton Secondary School and feeder schools
   - Crestwood Secondary School

   Total Enrolment - 6 772
   Total Staff - 361

5. South Education Area - Hill Park Secondary School and feeder schools
   - Hamilton Collegiate Institute
   - Southmount Secondary School

   Total Enrolment - 4 229
   Total Staff - 217

6. Southwest Education Area - Sir Allan MacNab Secondary School and feeder schools
   - Westmount Secondary School and feeder schools
   - Caledon Secondary School

Total Enrolment - 7 286
Total Staff - 381

The South Education Area is smaller than the other five but this will allow the Area Superintendent of Education to become involved in Personnel priorities to a greater degree than the other Superintendents. This also provides us with the opportunity of reducing or reallocating staff as the need appears in the future. It is of utmost importance that the model be flexible enough to modify as the need occurs.

RECOMMENDATION #34

The schools be aligned into six families or superintendencies as outlined be reviewed after one year (June, 1981).

SECTION #9 - JOB DESCRIPTION AND RESPONSIBILITIES - AREA SUPERINTENDENT OF EDUCATION (STAFF)

The Area Superintendent of Education (Staff) will assume the same responsibilities within the Family of Schools as the Superintendents of Education (see previous job description). The field responsibilities, however, of the Area Superintendent of Education (Staff) will be reduced in that he will have the responsibility for only one Family of Schools and system-wide responsibilities not within the personnel area will be limited.

The Area Superintendent of Education (Staff) must possess a Supervisory Officer's Certificate and have had extensive and varied academic and administrative experience.

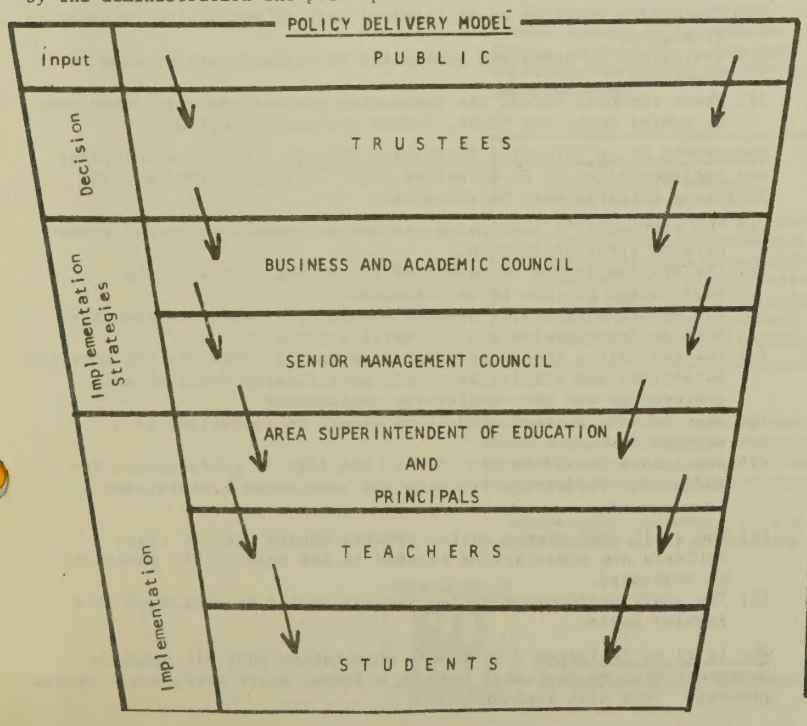
The Area Superintendent of Education (Staff) will be responsible for -

1. the provision of leadership in negotiations with various branch affiliates of the teachers' federations
2. participation as an integral part of a specialized negotiating team working co-operatively with staff representatives from the departments of both business and academic sections of the Board
3. the responsibility for the co-ordination of the interpretation, application and administration of the terms of the various collective agreements in conjunction with the Superintendent of Operations and the Business Administrator
4. the development, in conjunction with the Superintendent of Operations, of an evaluation process for Superintendents, Principals and teachers
5. assistance in the implementation of the evaluation programme
6. assistance in the co-ordination of all grievance procedures (academic)
7. any other responsibilities as assigned by the Director of Education.

SECTION #10 - POLICY DELIVERY AND THE DECISION-MAKING PROCESS

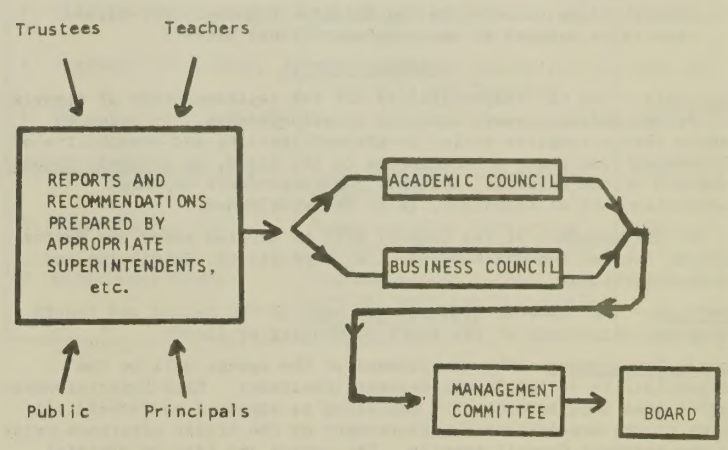
In an organization as large and as diverse as the Board of Education for the City of Hamilton, it is of utmost importance that a clear understanding of policy formulation and delivery, as well as the decision-making process exists. Policy is determined by the Board and the dissemination of this policy as well as the necessary procedures for its implementation are usually developed and executed by the administration and principals.

POLICY DELIVERY MODEL



In order for the Board of Trustees to have sufficient information to make valid decisions, a clear process for the formulation of reports must be developed. The process to be followed utilizes the Academic Council and the Management Council as both screening and decision-making bodies prior to the submission of a report to the Board for ratification. The following chart delineates the process to be used.

THE DECISION-MAKING PROCESS



(EMC/BMC)

Academic Council - Director
Superintendent of Operations
Superintendent of Curriculum & Special Services
Area Superintendents of Education

Business Council - Business Administrator
Assistant Business Administrator - Plant
Assistant Business Administrator - Finance

Management Council - Director
Superintendent of Operations
Superintendent of Curriculum & Special Services
Business Administrator

SENIOR MANAGEMENT COUNCIL

Rationale - It is of utmost importance that all reports, prior to submission to the Board, be reviewed by the Senior Management Council. The role of the Council will be to scrutinize all reports and review recommendations and implications thereof. The council will approve all major submissions and recommendations prior to submission to the Board and/or its committees.

Composition - The Senior Management Council will be composed of -

(a) Director (Chairman)
(b) Superintendents (Operations, Curriculum and Special Services)
(c) Business Administrator

It is anticipated that from time to time, Area Superintendents of Education, Principals, etc., will be invited to make submissions.

Meetings - The Senior Management Council will meet at 09:00 each Monday. It is expected that all members of the Council will participate.

Agenda Development - The development of the agenda will be the responsibility of the Director. The Director's office will contact each of the members of the Council on Friday morning to determine what items should be placed on the agenda. Back-up material should be made available for duplication at that time.

The agenda of the Senior Management Council will be distributed to the Superintendents on Friday afternoon. This will enable a full review of the materials prior to the meeting.

Agenda Topics -

1. Minutes of the Previous Meeting
2. Agendas - (a) Business Management
   (b) Education Management
   (c) French Language Advisory Committee
   (d) Trainable Retarded Committee
   (e) Rules and Regulations Committee
   (f) Others as appropriate
3. Reports and Recommendations
4. Other Business

EXPECTATIONS -

In order for the effective function of the committee, the following processes will be used:

(a) minutes will be kept
(b) full discussion on all topics is expected
(c) consensus on all recommendations will be reached where feasible
(d) reports, etc., will be submitted and approved by the Management Council at least 1½ weeks prior to submission to the Board and/or its committees
(e) reports to be reviewed by the Management Council are major reports as opposed to on-going operational matters.

ACADEMIC COUNCIL

Rationale - The key responsibility for the implementation of reports and recommendations rests with the Superintendents. In order to ensure that a complete review of the desirability and feasibility of recommendations prior to submission to the Board, an Academic Council composed of the Director, Academic Superintendents and Area Superintendents of Education, is to be established.

The Chairmanship of the Council will be rotated every two months through the two Superintendents, i.e., Operations, Curriculum and Special Services.

Meetings - The Academic Council will meet on the second and fourth Wednesday afternoons of the month commencing at 13:30.

Agenda Development - The development of the agenda will be the responsibility of the Superintendent (Chairman). Each Superintendent and/or Area Superintendent of Education is expected to forward all items to the appropriate Superintendent on the Friday afternoon prior to the Academic Council meeting. The agenda and back-up material will be distributed no later than Monday afternoon prior to the meeting.

Agenda Topics -

1. All reports to be submitted to the Board. These reports will be reviewed and recommendations will be made to the Superintendent responsible for possible modification.
2. Operational procedures and strategies.
3. All other items as deemed appropriate by the Superintendents or Director.

Expectations -

(a) minutes will be kept
(b) discussion will be held on all topics
(c) consensus will be arrived at where feasible
(d) items should be forwarded to the Academic Council at least one week prior to submission to the Senior Management Council.

APPENDIX A GOALS AND OBJECTIVES OF EDUCATION

That the following Goals and Objectives of The Board of Education for the City of Hamilton be accepted as presented:

We believe that, within the limits of the resources available to the Board and in accordance with the Acts and Regulations of the Ministry of Education, all students should have the opportunity of developing as completely as possible according to their individual abilities, aspirations and needs.

To this end, therefore, the Board of Education endeavours to provide a comprehensive programme of education based on the attainment of the following goals:

To guide individuals in attaining the self-discipline and self-direction necessary to discover and develop their abilities, interests and aspirations by:

- assisting in their intellectual, social, emotional, physical, moral and cultural development;
- encouraging the development of intellectual curiosity, awareness, sensitivity, perseverence and a desire for excellence;
- helping them to develop a sense of self-worth.

To lead individuals in the acquisition and pursuit of knowledge by

- fostering an appreciation of their cultural heritage and of the environment in which they live;
- engendering an appreciation of art, music and literature and of the place of mathematics and science in our society;
- developing skills in the processes of inquiry, analysis, synthesis and evaluation;
- encouraging growth in the skills of communication and computation, fundamental to basic and continuing education.

To lead individuals in the development of social consciousness and a full sense of social responsibility by

- providing opportunities to gain insight into the functioning of Canadian society and the individual's role within it;
- encouraging an appreciation of ethical values changes;
- assisting them to develop self-respect, respect for others, and respect for the law;
- helping them to gain an understanding of other social and cultural groups;
- assisting students in the development of skills and abilities necessary to a meaningful, satisfying and productive life.

To achieve these goals the Board endeavours to

- establish policies, practices and organization to meet the needs of changing society;
- provide a qualified, competent and enthusiastic staff;
- provide facilities and resources for varied educational programmes and activities;
- provide programmes and curricula appropriate to group and individual needs.

The Board believes that these goals can be achieved best by

- providing a challenging and rewarding learning environment;
- providing means for the professional growth of the staff;
- developing suitable means of staff evaluation;
- providing a satisfying and stimulating work environment for the staff;
- providing each student with the opportunity to experience some measure of success;
- assessing and diagnosing individual abilities and making appropriate adjustments or changes in programme or teaching-learning strategies;
- evaluating the effectiveness of curriculum in meeting the needs of the individual in a changing society;
- providing for the special needs of the exceptional student;
- reporting student progress in a meaningful way and on a regular basis;
- encouraging the use of community resources;
- endeavouring to establish effective methods of communication with the community.
- encouraging the community use of schools.

APPENDIX B EVALUATION OF STAFF

STAFF PERFORMANCE REVIEW

Statement Of Philosophy - "Evaluation or Staff Performance Review is a continuous, constructive, co-operative process designed to determine educational objectives and the degree of success in achieving these in order to determine future directions and strategies. The basic goal is greater satisfaction through improved teaching and learning."

This definition of evaluation should serve as a guideline for the development of a viable evaluation process for the Hamilton Board of Education. The evaluation process should include both self-evaluation and collegial evaluation (an external assessment of individual performance in which a professional is consulting with his immediate superordinate on matters of significance in which the positive aspects of professional growth are stressed). The emphasis in the evaluation process should not be on summative or final evaluation only but should emphasize continuous assessment taking into consideration the reality that one is evaluated not only by one's self but by one's superordinates, subordinates, clients and colleagues or peers as well as specialist experts.

Trends In Evaluation - Evaluation is basically designed to bring about improvement in the learning and instructional process. Identifying incompetent teachers is becoming a secondary objective.

(a) Those who are being evaluated should be included in the establishment of the evaluation process and the development of instruments.
(b) The trend is toward less evaluation of teaching methods and more evaluation of teaching results.
(c) Teacher-evaluator conferences are a necessary component of the evaluation process.
(d) In-service training as an integral part of evaluation is becoming widespread.
(e) Evaluation by peers and evaluation by students are growing practices.
(f) Where teachers accept the evaluation process and aims, they tend to prefer more, not fewer, former evaluation periods.

Components Of An Effective Evaluation Process - In the development and implementation of an effective staff evaluation process, the following criteria must be addressed:

(a) The process is a continuing process as opposed to merely summative or final evaluation.
(b) The process should be developed in co-operation with the individuals who are to be evaluated.
(c) The performance review process should have basic components of both self-evaluation and collegial evaluation.
(d) The evaluation should be based on mutually agreeable and accepted objectives and strategies. This necessitates pre-evaluation conferences and post-evaluation conferences.
(e) Observation and recommendations should be summarized in a written form.
(f) Assistance should be provided in the form of professional remediation, in-service training and long-range provessional development.
(g) The staff performance review process should specify clear criteria and expectations related to the role of the personnel to be evaluated.
(h) The staff performance review process should be evaluated on a regular basis.

Who Is To Be Evaluated - It is the expectation that all academic personnel will be evaluated through a formal staff performance review process. This will include -

(a) the Director
(b) Supervisory Officers
(c) Principals
(d) Vice-Principals
(e) Department Heads
(f) Teachers
(g) Supervisors and Consultants

Role Expectations Related To Staff Performance Review - The process of informal evaluation through self-evaluation, peer evaluation and client evaluation is on-going. Individuals should develop strategies which will ensure meaningful feedback.

It is expected that the following personnel will have on-going roles in the formalized staff performance review process.

(a) Supervisory Officers
(b) Principals (some of his responsibilities may be shared with the Vice-Principal and Department Head)
(c) Department Heads
(d) Supervisors (at the request of the Supervisory Officer or Principal)

Future Action - The responsibility for the development of comprehensive staff performance review process rests with the Superintendent of Operations in co-operation with the Superintendent of Education (Personnel). It is expected that the Superintendent of Operations will, over the next five year period, develop committees to review present practices and establish new Staff Performance Review Programmes and co-ordinate the effective implementation of these.

PRINCIPLES OF EFFECTIVE GOAL-SETTING/PERFORMANCE APPRAISAL

PERFORMANCE REVIEW

1. LET ME KNOW WHAT'S EXPECTED.
2. LET ME GET ON WITH IT.
3. LET ME KNOW HOW I'M DOING.
4. HELP ME, GUIDE ME.
5. REWARD ME FAIRLY.

PERSONNEL PERFORMANCE REVIEW TIMELINE

Staff	Development Responsibility	Time Frame
1. Director	Director/Board	1980
2. Superintendents	Director/Superintendent	1980
3. Superintendents of Education	Superintendent (Operations)/ Superintendent of Education	1980-81
4. Teachers (Elementary)	Superintendent (Operations)/ Principals and Teachers	1980-81
5. Teachers (Secondary)	Superintendent (Operations)/ Principals and Teachers	1981-82
6. Principals (Elementary)	Superintendent (Operations)/ Principals	1981-82
7. Principals (Secondary)	Superintendent (Operations)/ Principals	1982-83
8. Supervisors, etc.	Superintendent Curriculum & Special Services/Supervisors	1983-84
9. Department Heads	Superintendent Curriculum & Special Services/Principals/ Department Heads	1984-85

EVALUATION "A Game two can play"

EVALUATION BULLETIN No.1, Vol.1
JUNE, 1979

A MODEL FOR DISCUSSION

The Oxford dictionary defines "game" as a contest played according to rules and decided by skill, strength, or luck. Once upon a time it seemed that the outcome was decided by luck. There were even situations in which the outcome was based on the strength of one of the two parties. It is our feeling that for the good of the educational system and the students involved, the process of evaluation be a demonstration of skill both on the part of the evaluator and the teacher. The first important job is to learn the rules.

The phenomena of accountability, declining enrolment and financial constraints are producing a feverish approach to the evaluation of teacher performance across the educational systems of Ontario. Unfortunately, in their desire to obtain data on their teachers, many supervisory officers are introducing evaluation exercises hurriedly and conducting inspection blitzes without first having asked themselves:

- Why evaluate?
- Who is going to evaluate?
- What criteria will be used?
- How are these criteria to be selected?
- How will the evaluation be conducted?
- What kind of data will be collected?
- How will the accuracy of the evaluation analysis and interpretation be validated?
- What kind of report will be prepared?
- Where will this report be filed?
- What follow-up will be implemented?

These are only a few questions which need to be asked and thoroughly answered before any serious evaluation of teacher performance is undertaken. Fortunately, many principals and supervisory officers are seriously questioning their own approaches to evaluation and are considering a more sophisticated collegial process.

Supervision of instruction, if it is to succeed, must become more meaningful and rewarding for both the evaluator and the teacher. Meaningful evaluation takes time.

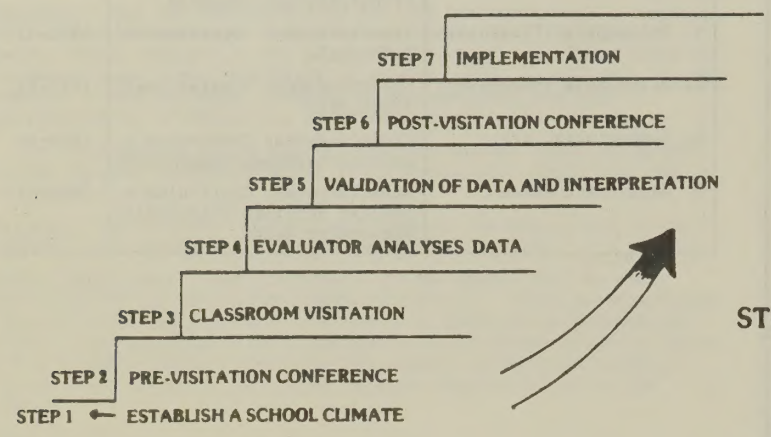
DIAMOND 60 ossif JUBILEE

A PUBLICATION OF THE ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION

60 MOBILI DRIVE
TORONTO, ONT.,
M4A 2P3

Evaluation is a GAME TWO CAN PLAY AND MUST PLAY - the evaluator and the teacher. They can play the game co-operatively for the purpose of improving the teaching-learning situation or they can play it as adversaries with little chance of improving anything. The procedures presented in this paper should go a long way in making evaluation a worthwhile process for all those involved. Evaluation takes time, and if it is worth doing, it should be done well.

The model developed to illustrate the possibilities in such an approach looks like this:



The model provides one approach to sound supervision of instruction:

STEP 1 ESTABLISHING A SCHOOL CLIMATE

School administrators meet with the staff to discuss and agree on:

- appropriate definition of evaluation and its purposes;
- purposes for evaluation;
- acceptable criteria on which evaluation will be based;
- acceptable procedures to be followed;
- types of evaluation reports;
- filing of reports;
- evaluation follow-up.

STEP 2 PRE-VISITATION CONFERENCE

Evaluator meets with each teacher to be evaluated in a pre-visitation session in order for the evaluator to familiarize himself/herself with:

- teacher's objective for a particular class and subject;
- characteristics of the particular class;
- framework of the lesson within the course of study;
- teaching strategy to be utilized;
- other matters the teacher feels are relevant to the lesson and the class.

STEP 3 CLASSROOM VISITATION

Appropriate and agreed upon methods of obtaining the data and making the observations are carried out.

STEP 4 EVALUATOR ANALYSES DATA

Evaluator analyses data obtained during visitation and interprets observation findings according to the criteria agreed upon.

STEP 5 VALIDATION OF DATA AND INTERPRETATION

Evaluator validates the data and the interpretations with the teacher and writes a report.

STEP 6 POST-VISITATION CONFERENCE

Evaluator holds a post-visitation meeting with teacher to:

- suggest how the teacher can assist in collegial professional growth;
- identify sources of assistance;
- plan provisions for this assistance.

STEP 7 IMPLEMENTATION

Evaluator monitors periodically to see if modifications are necessary in his/her plans to provide assistance.

Evaluation thus conducted provides useful information to both the evaluator and the teacher. The teacher now knows and understands what assistance is available to him/her. The evaluator now has a better understanding of a particular teaching-learning situation and the required assistance which he/she now must offer. Evaluation which creates fear, apprehension, unnecessary anxiety and distrust can now be avoided and the process can be purposeful and growth oriented. The recurring evaluation of every teacher simply to make an administrative report is a waste of time because it will be an "In-out" type of visitation with very little motivation, assistance or growth for either the teacher or the evaluator.

The above procedure has the advantage of making evaluation a game two MUST play in a climate of:

- mutual trust and understanding
- mutual interest in the improvement of the teaching-learning situation.

Monograph 1 is the first of a series on evaluation to be produced by OSSTF to assist teachers and evaluators
Monograph 2 will deal with evaluating the evaluators.
Monograph 3 will present a school approach to evaluation.

DIAMOND
60
osstf
JUBILEE

APPENDIX C CORE CURRICULUM

With the degree of mobility among students which exists both within Hamilton and the Province and in order to ensure reasonable equity and standards, it is most important that core expectations related to curriculum be developed and maintained in each of the classrooms within our elementary and secondary schools. As a result, over the next five years, all curriculum that is used in the City of Hamilton will be reviewed and rewritten, if necessary, to ensure that a basic core is being followed in all classrooms from Junior Kindergarten to Grade 12.

Because of the great variety of student needs and interest across this jurisdiction, it is of utmost necessity that the core be flexible in nature. It is, therefore, anticipated that the core objectives will normally utilize at least 60% of the time available to the classroom teacher. This time allocation, of course, is of necessity flexible in that, in certain cases, all of the time will have to be used to address the needs of the core.

Core curriculum will detail expectations related to:

(a) concept development
(b) skill acquisition
(c) knowledge acquisition
(d) attitude development

Additionally, the core will contain suggestions related to teaching strategies and evaluation. There will be specific situations where certain teaching strategies will be mandatory. The core documents will detail items which are mandatory in nature and will also contain optional units for enrichment and/or remedial corrective assistance. It is also expected that the curriculum will detail evaluation of strategies which are formative (on-going) and summative in nature.

Where feasible, criterion reference tests will be developed to accompany each unit of the core curriculum. These test items will be available to all staff and hopefully will provide insight and information which is diagnostic in nature and will allow teachers to programme more effectively for students. The use of matrix sampling will allow the Board to determine the effectiveness of the implementation of the curriculum as well as student achievement on a Board basis. This will also provide information to the individual schools regarding student achievement and expectations.

Time Line - At present, curriculum is available in most subject areas in Hamilton. It is expected that over the next five years this curriculum will be reviewed and modified to meet the needs addressed in the above criteria. It is also expected that core curriculum will be developed at the advanced, general and basic levels where appropriate. In the development of curriculum at various levels of difficulty, it must be constantly be borne in mind that flexibility must be inherent in the curriculum to allow the teacher to meet the needs of the students with whom he or she is dealing. The curriculum at the general and basic level should also address the specific needs of the target student group and must not be a "watered-down" version of the advanced level curriculum.

In the development of the core curriculum, the future aspirations of the student, as well as individual needs, must be kept in mind. At the general or basic level, flexibility to structure the curriculum to meet the needs of individual students exist. At the advanced level, however, the expectations of Grade 13 and post-secondary school institutions must constantly be borne in mind. Expectations in the student achievement in the latter case must, therefore, be rigorous yet fair and equitable in relation to other schools and jurisdictions across this Province.

Secondary Course Review - At the secondary school level, less specificity related to content and strategies is contained in both Ministry and Board developed documents. It is, therefore, necessary for each individual secondary school to amplify the core curriculum into specific courses of study. To ensure a reasonable degree of uniformity from school to school, it is expected that each Supervisor will review, over a three-year period, the written curriculum in each of the schools within this jurisdiction. The curriculum will be reviewed to determine:

(a) the congruence of the course of study to -
  (i) Ministry guidelines
  (ii) Board expectations
(b) textual material used
(c) evaluation strategies
(d) balance of curricular offering within the school, etc.

The Supervisor will provide a written analysis of the courses in operation within the school to the Department Head, the Principal and the Superintendent of Education. This analysis will contain not only observations regarding the acceptability of the course, but recommendations related to areas requiring additional attention.

The Principal and the Department Head are responsible for addressing the recommendations of the Supervisor subject to the approval of the Superintendent of Education.

The implementation of the reviews will commence effective September, 1980. In the interim period, it is expected that each Supervisor will meet with his/her Heads' Association to discuss the format of courses and expectations related to specific areas of the course, i.e., rationale, evaluation, core content, teaching strategies, etc.

APPENDIX D STUDY OF SECONDARY SCHOOL EDUCATION

Preamble - Secondary enrolment within the City of Hamilton has been declining at a rate much in excess of the Provincial average. During the past five years, the decline has been approximately 10% and all predictions indicate that this will continue for at least an additional five years. Within the last five years, the Hamilton Board of Education has found it necessary to close at least one secondary school and preliminary estimates indicate that the continuing decline will necessitate some realignment of utilization of facilities in the not too distant future.

The declining enrolment, coupled with changing societal expectations, especially in the area of job training at the secondary level, makes it crucial for the Board and its officials to do an in-depth analysis of facilities, personnel and programme needs for the foreseeable future. In order to accomplish this, it is suggested that a report be compiled for submission to the administration and the Board prior to the end of June. If the report is to be comprehensive, the scope of the study must be totally unhampered in nature as to areas of investigation.

Terms Of Reference - The study and subsequent report should address the following:

(a) enrolment projections
(b) staffing needs and redundancy (5-year projections)
(c) individual school enrolment projections and recommendations re future use
(d) future of co-operative education
(e) apprenticeship training
(f) relationship to community colleges
(g) acceleration
(h) Grade 13 School -- philosophy, rationale, future
(i) General level
(j) basic level programming and possible extension
(k) organization of secondary schools (internal), e.g., Heads, Assistant Heads
(l) specific learning disabilities at the secondary level
(m) teacher retraining
(n) specialized intensive technical courses
(o) enrichment at the secondary level
(p) semestered schools (future expansion)
(q) alternative education

None of the above terms should be construed as limiting the parameters for study. A subcommittee structure may facilitate the work of the committee.

APPENDIX E STUDY OF VOCATIONAL PROGRAMMING IN HAMILTON

Rationale - The vocational programme in the City of Hamilton was started in the early 1960's and since then has served a very important and viable need within this educational jurisdiction. During the past five years, however, enrolment in the vocational schools has been declining as have the other panels within our system. As a result of this decline, there are far more pupil spaces available than the present and future projections of student population warrants. It is, therefore, most important that we analyse the present facilities and the future projection needs for vocational education within this jurisdiction. Concomitant with this analysis of population trends should be a total review of the philosophy of vocational schools as well as the type of student to be served most adequately by this programme. The interface with secondary school, as well as the possibility of shared programming, also bears investigation. The study of vocational schools and programming in Hamilton should address the following:

(a) long-range projections
(b) projections on a school's basis
(c) facilities available
(d) target student population
(e) programming philosophy
(f) future staffing needs
(g) interface with secondary schools
(h) concept of segregated schools (by sex)
(i) programme development
(j) specialized personnel needs
(k) student evaluation
(l) work experience and co-operative education

None of the above should be construed as a limiting factor for this study.

APPENDIX F STAFF DEVELOPMENT PROGRAMME

Rationale - All organizations must be cognizant of the continuing need to train and retrain the personnel in leadership positions. The basic puproses of such a retraining programme must address the following criteria:

(a) identification of personnel for promotion
(b) provision of opportunities to enhance the present leadership skills of the individual related to the specifics of the role
(c) development of generalized human relation skills to enable the individual to function more effectively
(d) development of very specific skills which will enable the individual to provide leadership on a systems basis (in-house experts).

A staff development programme will have as the target population the following groups:

(a) Director and Superintendents
(b) Principals and Vice-Principals
(c) Supervisors and Consultants
(d) Department Heads
(e) Teachers and other staff identified as having potential for promotion or greater responsibility.

An effective staff development programme must have the following components:

(a) A needs analysis - this will determine the programme or training needs within the system
(b) Identification of specific personnel who will benefit from increased training or professional development
(c) The determination of suitable programmes
(d) The training of existing staff to act as leaders on an on-going basis in the identified areas of need
(e) The offering on a systematic basis of the various staff training programmes
(f) The provision of administrative assistants' positions as a training opportunity for selected staff.

Financing - Courses and conventions is a very important component of professional development for the staff of the Hamilton Board of Education and will continue to serve a major role in our training programme. The overall effectiveness of courses and conventions, however, is limited in that due to cost, the numbers of people who participate are minimal when one looks at the total staff within the system. It is, therefore, beneficial to the system to gradually shift monies from the courses and conventions are into the staff development area. It is suggested, therefore, that the inflationary portion of the courses and conventions' budget, i.e., approximately $6 000 be assigned to staff development for the 1980 school year. This will enable us to begin the development of programmes in the areas of curriculum development and teacher evaluation. It would be our intention that all Principals, Vice-Principals and Supervisors will participate in these two programmes with the next two or three years. From a cost benefit point of view, this approach will optimize the use of the limited funds that are available in the professional development area.

APPENDIX G CAREER AND TERM APPOINTMENTS

Institutions in both business and education are now considering and often adopting the concept of term appointments rather than continue with the traditional system of basing promotions on career appointments. The career appointment posture has allowed firms to maintain stability in the organization and develop high levels of expertise in the individuals in the various positions. The disadvantages of this approach are:

(a) limits the opportunity for new ideas and personnel
(b) discourages initiative in personnel at lower staff levels due to the lack of opportunities for upward mobility
(c) may, in some cases, allow mediocrity to be an accepted level of performance
(d) locks the individual into a position for a longer period of time than he or she may feel comfortable with.

This problem is further complicated in the educational area, especially in jurisdictions such as Hamilton because of declining enrolment. If career appointments are to continue in systems such as ours, there would be little or no opportunity for promotion or new experiences. This is not in the best interest of the system. In order to ensure vitality in educational systems, two concepts have been developed and are being utilized in Ontario. These are lateral mobility (movement of personnel from one position to another, but all of the positions are on the same economic and functional level) and term appointments (the staff member is appointed to a position for a fixed period of time with a maximum of one additional term). These two concepts have one major drawback. The greatest expertise normally rests with the person who has been in the position for three to five years. With term appointments, this person would be placed in to another position and someone with a lesser degree of expertise would be appointed. Experience has shown that this is not a serious drawback, but it is a consideration. Another consideration is that at the end of the term the person must return to his previous position or one of similar responsibility. This, in some cases, is viewed as a demotion. This should not be so because the terms of appointment must be abundantly clear from the very beginning. The position of responsibility is for a fixed period of time only.

The movement to the concept of lateral mobility and term appointments must be exercised with great care. Experience has shown that this philosophy can be introduced most effectively at its initial stages at the very senior management level, i.e., Director, and at middle management, i.e., consultative or resource staff. In keeping with the belief that evolution is a much more positive process than revolution, the following recommendations are made:

1. that the position of Director continue to be a term appointment with a renewable clause
2. teaching assignments outside of the classroom be on a term basis, e.g., itinerant reading teachers, physical education teachers, music teachers
3. that all new appointments (outside of the school) be established on a term basis with renewable clauses
4. the principle of lateral mobility be practiced wherever feasible, i.e., Superintendents, Superintendents of Education, Administrative Assistants, etc.
5. that it be the continuing arrangement that at the completion of a term appointment the individual will return to a position of responsibility similar to that which was held previous to his current position
6. that personnel who were appointed to their present position as a career appointment continue to maintain that position in accordance with the following criteria:
   (a) the position continues to be a necessary component of the services provided by this Board
   (b) the level of service continues to be satisfactory
7. term appointments in the following areas be established for a maximum period of time, e.g., five years.
   (a) consultants, staff assistants (curriculum) co-ordinators
   (b) administrative assistants
   (c) Associate Superintendent (Curriculum and Special Services)
8. renewable term appointments be used for new appointments at the supervisor, counsellor and staff assistant (Adjustment and Psychological Services) levels.

APPENDIX H ANALYSIS OF STAFF REQUIREMENTS (ACADEMIC)

PANEL	FUNCTION	1979 BUDGET	1980 BUDGET
1. Director's Office	Director	1	1
	Administrative Assistant	1	1
2. Operations	Superintendent	1	1
	Assistant Superintendent	4	-
	Administrative Assistant	-	1
3. Curriculum & Special Services	Superintendent	2	1
	Associate Superintendent	0	1
	Administrative Assistant	2	1
	Assistant Superintendent	2	-
(a) Special Education	Supervisor	1	1
(b) Educational Services	(i) Guidance Supervisor	1	1
	Guidance Staff Assistant	1	1
	(ii) Adjustment Supervisor	1	1
	Adjustment Counsellors, etc.	17	14
	(iii) Psychological Supervisor	1	1
	Psychological Consultants	5	7
	(iv) Media Supervisor	1	1
	Media Staff Assistant, etc.	1	2
	Librarian	1	1
	(v) Cont. Ed. Supervisor	1	1
	Cont. Ed. Co-ordinator	1	1
(c) Curriculum & Instruction	Supervisors	11	13
	Consultants, etc.	27	24
4. Family of Schools	Superintendent of Education	-	6
	TOTAL	84	86

REVISED STAFFING - COSTING ANALYSIS

1. Associate Superintendent = ($1 417)

   (1 @ Assistant Superintendent Level)
   (1 Superintendent @ $49 200 - $44 950 for Assistant Superintendent level = $4 250 Savings Over A Full Year)
   ($16 400 - $14 983 for 4 months = $1 417 Savings)

2. Supervisors' Allowances (2) = $4 464

   Minimum Salary for Supervisors = $34 330
   Top Salary on Teachers' Grid = -28 750
   $ 5 580 X 2 = $11 160 Over A Full Year

   $11 160 X 4/10 = $4 464

3. Administrative Assistants

   (To replace three teachers on the grid in September, 1980, the cost would be = $23 997 (average salary of proposed settlement) = $71 991 Over A Full Year OR $71 991 X 4/10 - $28 796 for 4 months)

   (To replace the one teacher of business education on the grid, the cost would be $23 997 Over A Full Year OR $23 997 X 4/10 = $9 599 for 4 months)

   Total Cost for 4 Months if the four teachers were replaced on the Grid would be = $38 395

   Assuming that the present two Staff Assistants would be returned to the teaching panel, the savings would be = $32 350 X 2 = $64 700 Over A Full Year OR $64 700 X 4/10 = $25 880 for 4 months. Also assuming that the Executive Assistant to the Director would not be replaced, the savings would be $25 000 over a Full Year OR

$25 000 X 4/10 = $10 000 for 4 months
TOTAL SAVINGS FOR 4 MONTHS = $35 880
TOTAL SAVINGS FOR A FULL YEAR = $89 700

To replace the four teachers on the grid who will be the Administrative Assistants, the Cost would be:

$38 389 - Cost of four teachers for 4 months
-35 880 - Savings for 4 months for Staff Assistants and Executive Assistant
$ 2 515 - Cost for 4 months

4. Consultants (2 Special Education) = $21 198

(September, 1980 average salary = $23 997 + $2 500 Allowance = $26 497 = $52 994 for a FULL YEAR OR $26 497 X 4/10 X 2 = $21 198)

Cost for 4 Months	= $64 057
Minus Savings for Associate Superintendent	-1 417
Minus Savings for 2 Staff Assistants and Executive Assistant	-35 880
	$26 760
Cost for a Full Year	= $160 142
Minus Savings for Associate Superintendent	-4 250
Minus Savings for Staff Assistants and Executive Assistant	-89 700
	$ 66 192

Note: Salaries for three retiring Supervisory Officers are included in the 1980 Budget Forecast for a Full Year.

APPENDIX I

FAMILY OF SCHOOLS - WEST

Schools	Enrole.	Staff
WESTDALE	1341	76 1/6
Dalewood	409	20.1
Ryerson	396	21.5
Allenby	158	7.2
Central	109	8.35
Earl Kitchener	407	19.0
George R. Allan	324	13.4
Prince Philip	262	10.3
Princess Elizabeth	90	4.45
Strathcona	251	11.8

Schools	Enrole.	Staff
SIR JOHN A. MACDONALD	1351	78.0
Bennetto	302	16.8
Tweedsmuir	377	21.8
Centennial	492	22.3
Dr. J. Edgar Davey	325	17.3
Hess Street	301	17.9
Queen Victoria	182	9.2
Robert Land	357	17.3
West Avenue	159	8.3

Schools	Enrole.	Staff
AGNES MACPHAIL SECONDARY SCHOOL	237	19.0
AINSLIE WOOD SECONDARY SCHOOL	306	24.0

TOTAL ENROLMENT - 8 136
TOTAL STAFF - 444 1/6

FAMILY OF SCHOOLS - CENTRAL

Schools	Enrole.	Staff
SCOTT PARK	1032	60 4/6
Adelaide Hoodless	520	23.3
Gibson	350	18.8
Prince of Wales	520	26.1
King George	252	14.1
Stinson Street	263	13.9
Wentworth Street	334	15.5

Schools	Enrole.	Staff
DELTA	1325	77 1/6
Memorial	599	28.7
Queen Mary	686	37.0
A. M. Cunningham	210	11.7
Bell Cairn Memorial	111	6.4
Woodward	214	9.2
Lloyd George	214	10.8

Schools	Enrole.	Staff
PARKVIEW SECONDARY SCHOOL	388	23.0
GEORGES-P.-VANIER SECONDARY SCHOOL	315	18 3/6

TOTAL ENROLMENT - 7 233
TOTAL STAFF - 394 5/6

FAMILY OF SCHOOLS - EAST

Schools	Enrole.	Staff
SIR WINSTON CHURCHILL	1204	69.0
Hillcrest	411	22.5
Viscount Montgomery	417	17.3
W. H. Ballard	747	34.0
Fairfield	205	9.2
Hillsdale	322	16.4
Parkdale	231	11.9
Rosedale	156	7.7
Roxborough Park	300	14.3

Schools	Enrole.	Staff
GLENDALE	1190	69 4/6
Elizabeth Bagshaw	1332	60.5
Glen Brae	308	17.0
Lake Avenue	590	27.8
Glen Echo	251	11.8
Sir Isaac Brock	283	12.6
Red Hill	427	18.0

Schools	Enrole.	Staff
ALBION SECONDARY SCHOOL	316	25.0
BRIARWOOD SECONDARY SCHOOL	382	30 5/6

TOTAL ENROLMENT - 9 072
TOTAL STAFF - 475.5

FAMILY OF SCHOOLS - SOUTHEAST

Schools	Enrole.	Staff
SHERWOOD	1256	71 3/6
Hampton Heights	364	20.7
Highview	356	21.3
Eastmount Park	233	9.9
Fernwood Park	238	10.9
Huntington Park	244	12.7
Peace Memorial	225	9.8
Sherwood Heights	163	7.2

Schools	Enrole.	Staff
BARTON	1168	67 4/6
C. B. Stirling	542	24.9
Lawfield	420	21.2
Lisgar	345	16.4
Richard Beasley	387	17.0
Thornbrae	169	9.3
Vern Ames	194	7.8
Comley	117	5.45

School	Enrole.	Staff
CRESTWOOD SECONDARY SCHOOL	351	28.0

TOTAL ENROLMENT - 6 772
TOTAL STAFF - 361.72

FAMILY OF SCHOOLS - SOUTH

Schools	Enrole.	Staff
HILL PARK	1192	70.0
Burkholder Drive	183	9.3
Cardinal Heights	280	15.5
G. L. Armstrong	273	17.0
Franklin Road	294	15.6
Inverness	212	8.8
Linden Park	169	7.7
Pauline Johnson	185	8.7
Ridgemount	201	8.8

Schools	Enrole.	Staff
HAMILTON COLLEGIATE INSTITUDE (13)	622	28.0
SOUTHMOUNT SECONARY SCHOOL	618	28 1/6

TOTAL ENROLMENT - 4 229
TOTAL STAFF - 217.57

FAMILY OF SCHOOLS - SOUTHWEST

Schools	Enrole.	Staff
SIR ALLAN MACNAB	1283	75.0
Chedoke	497	24.7
R. A. Riddell	688	32.7
Holbrook	413	19.85
Mountview	389	15.6
Seneca	379	17.6

Schools	Enrole.	Staff
WESTMOUNT	1131	67.5
Norwood Park	381	19.3
Westview	393	19.7
Buchanan Park	194	9.3
Queensdale	193	11.8
Union	77	3.95
James MacDonald	447	18.5
Westwood	432	18.2
Ryckman's Corners	102	4.45

School	Enrole.	Staff
CALEDON SECONDARY SCHOOL	287	23.0

TOTAL ENROLMENT - 7 286
TOTAL STAFF - 381.15

SUMMARY OF RECOMMENDATIONS

(REVISED)

RECOMMENDATION #1

The Five Year Aims and Objectives Planning Model (BLUEPRINT FOR THE EIGHTIES - FOCUS ON THE CLASSROOM) be received.

p. 3

(revised)

RECOMMENDATION #2

The administration develop and implement a comprehensive staff evaluation process for the following positions:

(a) Director of Education
(b) Superintendents
(c) Secretary-Treasurer/Business Administrator
(d) Principals and Vice-Principals
(e) Teachers
(f) Consultative Staff
(g) Supervisors (Business area)

Time Line - 1980-1985

p. 5

RECOMMENDATION #3

The Superintendent of Curriculum and Special Services develop criterion reference tests and implement matrix sampling approach to support the Kindergarten to Grade 12 core curriculum where feasible.

Time Line - 1980-1985

p. 6

RECOMMENDATION #4

The Director of Education implement a functional K-13 organization based on the Family of Schools unit under the leadership of an Area Superintendent of Education.

Time Line - 1980-1981

p. 7

(revised)

RECOMMENDATION #5

The Board appoint a task force of Trustees to review the present Board organization and make decisions relating to possible changes. The review should include visitations to other Boards, as well as a study of various organization patterns.

Time Line - 1980

p. 8

RECOMMENDATION #6

The administration develop a long-range planning model to address the areas of enrolment, consolidation of school accommodation, curriculum planning and implementation and staff development.

Time Line - 1980-81

p. 9

RECOMMENDATION #7

The Superintendent of Curriculum and Special Services develop core curriculum K-12 in all subject areas as appropriate.

Time Line - 1980-85

p. 10

RECOMMENDATION #8

The Junior Kindergarten programme be expanded to all schools by September, 1980 subject to minimum class size of 18.15 and an established need.

Time Line - 1980

p. 10

RECOMMENDATION #9

The Headmasters' Association be requested to conduct a study re The Future Direction and Needs of Secondary Education in Hamilton.

p. 11

RECOMMENDATION #10

The study committee involve at least one Superintendent and one Principal from the Vocational and Senior Public Schools.

p. 11

RECOMMENDATION #11

A report be submitted to the administration and the Education Management Committee with recommendations prior to September 30, 1980.

p. 11

RECOMMENDATION #12

The vocational school Principals develop a study of the future needs of vocational schools in Hamilton. The committee established should include one supervisory officer, one senior public school Principal and one Principal or Vice-Principal from the composite secondary schools.

p. 12

RECOMMENDATION #13

A report be forwarded to the administration and the Education Management Committee prior to September 30, 1980.

p. 12

RECOMMENDATION #14

A Special Needs Task Force be established to review special needs within the public schools of Hamilton (JK-13). The following areas to be addressed:

1. Legislation
2. Adequacy of present programmes
3. Role of Psychological, Adjustment and Guidance Services
4. ESL/D needs
5. Special Education in Secondary Schools
6. Funding
7. Special Needs with schools
8. Weighting factors (for schools)
9. Criteria for resource allocation
10. Enrichment

Time Line - January 1981

p. 13

RECOMMENDATION #15

The Special Needs Task Force include Trustees, Superintendents, representative from the Business Office, Principals and Teachers with a Trustee acting as chairman.

p. 13

RECOMMENDATION #16

A member of the teaching staff be seconded for a period of eight months to act as Task Force Co-ordinator.

p. 13

RECOMMENDATION #17

A Staff Development Programme be established to address the following:

(a) Identification of staff with potential for leadership

(b) Staff development (training) programmes

(c) Training through the concept of administrative assistants (one or two-year term) for the Director of Education, Superintendents of Operations and Curriculum and Special Services and Business Administrator

(d) Concept of limited tenure and lateral mobility

p. 14

RECOMMENDATION #18

All new appointments in the following areas be on a term' basis:

(a) Supervisors (5 year term - renewable)
(b) Consultants (1 - 3 year term + maximum of 2 add'l years)
(c) Staff Ass'ts (1 - 3 year term + maximum of 2 add'l years)
(d) Co-ordinators (1 - 3 year term + maximum of 2 add'l years)
(e) Counsellors (Adjustment and Psychological) (5 year term - renewable)

p. 14

RECOMMENDATION #19

The objectives of the Director of Education for 1980 be acknowledged and referred to the Personnel Committee to form the basis for the evaluation of the Director - 1980.

p. 21

RECOMMENDATION #20

The attached administrative organization by approved. The Area Superintendents of Education will assume their responsibilities effective August 1, 1980. The Superintendent of Curriculum and Special Services will assume his responsibilities effective August 1, 1980.

p. 47

(revised)

RECOMMENDATION #21

Research Services and Information Services be a component of the office of the Director of Education.

p. 51

RECOMMENDATION #22

An Administrative Assistant be appointed to the office of the Director on a two-year term.

p. 51

(Tabled)

RECOMMENDATION #23

The job description for the Superintendent of Operations be approved.

p. 56

RECOMMENDATION #24

Administrative Assistant be appointed to the office of the Superintendent of Operations on a two-year term basis.

p. 56

RECOMMENDATION #25

The Curriculum and Special Services Panel be established under the Supervision of the Superintendent of Curriculum and Special Services.

p. 62

RECOMMENDATION #26

That the position of Associate Superintendent of Curriculum and Special Services (term appointment - three years, plus two additional optional) be established.

p. 62

RECOMMENDATION #27

The job description of the Superintendent of Curriculum and Special Services be approved.

p. 62

RECOMMENDATION #27 (a)

An Administrative Assistant be appointed to the office of the Superintendent of Curriculum and Special Services on a two-year term basis.

p. 62

RECOMMENDATION #28

The Curriculum and Special Services Department will include the areas of -

1. Special Education
2. Educational Services
3. Curriculum Services

p. 67

RECOMMENDATION #29

The reorganized allocation of staff of the Curriculum and Special Services Department (as attached) be approved.

p. 75

RECOMMENDATION #30

The Audio Visual and Library departments be amalgamated into the Media Services Department.

p. 76

RECOMMENDATION #31

Supervisors be appointed in the areas of Family Studies and Primary Education but no additional staff be hired.

p. 77

RECOMMENDATION #32

Two additional staff be assigned to the Psychological Services Department in accordance with Recommendation #25.

p. 77

RECOMMENDATION #33

An Administrative Assistant be assigned from the academic panel to the Office of the Business Administrator on a one-year term appointment as a component of the Staff Development Programme.

p. 84

RECOMMENDATION #34

The schools be aligned into six families or superintendencies as outlined be reviewed after one year (June 1981).

p. 92

RECOMMENDATION #35

The Five Year Aims and Objectives Planning Model (BLUEPRINT FOR THE EIGHTIES - FOCUS ON THE CLASSROOM) be approved in principle.

p. 3